[COMMITTEE PRINT]

THE CHAIRMAN'S REPORT

ON

CHILDREN IN AMERICA: A STRATEGY FOR THE 100TH CONGRESS

VOLUME I

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
99TH CONGRESS, 2D SESSION

OCTOBER 24, 1986

THIS REPORT HAS NOT BEEN OFFICIALLY ADOPTED BY THE COMMITTEE ON EDUCATION AND LABOR (OR PERTINENT SUBCOMMITTEE THEREOF) AND MAY NOT THEREFORE NECESSARILY REFLECT THE VIEWS OF ITS MEMBERS

Serial No. 99—T

Printed for the use of the Committee on Education and Labor
AUGUSTUS F. HAWKINS, *Chairman*

U.S. GOVERNMENT PRINTING OFFICE
63-898 O WASHINGTON : 1986

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, DC 20402

H342-13

COMMITTEE ON EDUCATION AND LABOR

AUGUSTUS F. HAWKINS, California, *Chairman*

WILLIAM D. FORD, Michigan
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM (BILL) CLAY, Missouri
MARIO BIAGGI, New York
AUSTIN J. MURPHY, Pennsylvania
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
MAJOR R. OWENS, New York
RICK BOUCHER, Virginia
CHARLES A. HAYES, Illinois
CARL C. PERKINS, Kentucky
TERRY L. BRUCE, Illinois
ALTON R. WALDON, JR., New York
STEPHEN J. SOLARZ, New York
MERVYN M. DYMALLY, California
DENNIS E. ECKART, Ohio
TIMOTHY J. PENNY, Minnesota
CHESTER G. ATKINS, Massachusetts

JAMES M. JEFFORDS, Vermont
WILLIAM F. GOODLING, Pennsylvania
E. THOMAS COLEMAN, Missouri
THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
STEVE GUNDERSON, Wisconsin
STEVE BARTLETT, Texas
ROD CHANDLER, Washington
THOMAS J. TAUKE, Iowa
JOHN R. McKERNAN, JR., Maine
RICHARD K. ARMEY, Texas
HARRIS W. FAWELL, Illinois
PAUL B. HENRY, Michigan
ROBERT K. DORNAN, California

CONTENTS

	Page
I. Introduction and Summary	1
II. The Cost of Failure versus the Benefits of Investing in Children	9
III. Goals and Recommendations	23
A. Federal Responsibility	23
B. Goals and Recommendations	23
1. A Right to a Quality Education	23
a. Equal Access to a Quality Education	24
b. Improving School Effectiveness	25
c. Literacy	27
d. Comprehensive Child Care System	27
e. Improved Teacher Education and Training	29
f. Ensuring the Educational Rights of Children With Special Needs	31
(1) Disabled Children	31
(2) Children Who Are Limited-English Proficient Speakers	32
(3) Minority Children	33
(4) Abused and Neglected Children	35
2. A Right to Opportunities for Economic Self-Sufficiency	36
a. Full Employment	36
b. Welfare to Work	39
c. Youth Employment	40
3. A Right to a Healthy Body	42
a. Nutrition	42
b. Equal Access to Comprehensive Health Care	43
c. Infant Mortality	44
d. Teenage Pregnancy	46
4. A Right to a Safe and Livable Environment	46
a. Housing	46
b. Crime: Drug abuse, Street gangs	48
c. Economic Development	49
IV. Examples of Programs Affecting Children	51
A. Education Programs	51
1. Head Start	51
a. Southwest Community Action Council, Huntington, WV	51
b. Southwest Human Development, Phoeniz, AZ	52
c. Fairfax County Department of Community Action, Fairfax, VA	52
2. Basic State Grants, Chapter 1	53
a. Chapter 1 Basic Grants, Wilmington, DE	53
b. Chapter 1 Program, Alameda, CA	54
3. Effective Schools	55
a. Chicago Effective Schools Project, Chicago, IL	55
b. Connecticut School Effectiveness Project, Hartford, CT	55
c. New Jersey Education Association School Effectiveness Training Project, Trenton, NJ	56
d. Effective and Efficient Schools Program, St. Louis, MO	57
4. Migrant Children, Chapter 1	58
a. Chapter 1 State Programs, Pharr, TX	58
b. The LaJoya Excess Cost Model, LaJoya, TX	59
c. Child Migrant Education Programs of Manatee County, Bradenton, FL	59

Page

5. Neglected and Delinquent Children, Chapter 1 60
   a. Supplementary Academics for Vocational Education (SAVE), Hardwick, GA 60
   b. Jefferson County Public Schools, Louisville, KY 61
   c. North Carolina Department of Corrections, Raleigh, NC 61
6. Immigrant and Refugee Education Programs, Chapter 1 62
   a. Southeast Asian Learner's Project (SEALS), Long Beach, CA 62
   b. The Transition Program for Refugees, San Jose, CA 63
   c. Technical Assistance and Career Training, Portland, ME..... 63
   d. English as a Second Language, Augusta, ME 64
7. Follow Through Program 65
   a. Flint Follow Through, Flint, MI 65
   b. Follow Through Program, Oakland, CA 66
   c. Tulare Follow Through, Tulare, CA 66
8. Vocational Education 67
   a. Medical Office Assistant Program, Cincinnati, OH 67
   b. Respiratory Therapy Technician Program, Oklahoma City, OK 68
9. Special Education 69
   a. Information Center for Handicapped Individuals, Inc., Washington, DC 69
   b. Infant-Preschool Special Education Resource Network, Pasadena/Sacramento, CA 69
10. Bilingual Education 70
   a. Bilingual Education Training Project, Tucson, AZ 70
   b. Case Studies of Bilingual Education Programs, Sacramento, CA 71
   c. State Affiliates of the National Association for Bilingual Education 71
11. Indian Education 73
   a. Writing to Read, Red Mesa, AZ 73
   b. Drop-Out Prevention Program, Shawnee, OK 73

B. Programs for Economic Self-Sufficency 74
1. Employment 74
   a. Project SAIL, Baltimore, MD 74
   b. Woodstock Job Corps Program, Woodstock MD 75
2. Basic Family Support 76
   a. Baltimore Options Program, Baltimore, MD 76
   b. Human Resources Development Program (HRD), Raleigh, NC 77
   c. Corporate Child Development Fund of Texas, Austin, TX..... 78
   d. Children's Home Society of California 79

C. Health and Nutrition Programs 80
1. Health 80
   a. Cardoza High School Infancy Center, Washington, DC 80
   b. Medicaid Early and Periodic Screening Diagnosis and Treatment Program 80
2. Nutrition 81
   a. DC General Hospital WIC Program, Washington, DC 81
   b. State of Wyoming WIC Program 82
   c. Los Angeles Unified School Lunch Program, Los Angeles, CA 83

D. Programs for a Safe and Livable Environment 84
1. Child Welfare 84
   a. Family and Child Services of Washington, DC 84
   b. Project COE Pops/COE Moms, Evanston, IL 84
   c. Minnesota Family Support and Child Recovery Council, St. Paul, MN 85
2. Juvenile Justice:
   a. Project DARE, Los Angeles, CA 86
3. Housing and Urban Development 86
   a. Harlem Urban Development Corporation, New York, NY..... 86
   b. Neighborhood Housing Services (NHS), Washington, DC..... 87
   c. Troubled Adolescents Program, Chicago, IL 88

Page

V. Statements of Members of Congress 89
A. Statement of Dale E. Kildee, Chairman, Subcommittee on Human Resources 89
B. Statement of Patrick Williams, Chairman, Subcommittee on Select Education 90
C. Statement of Matthew G. Martinez, Chairman, Subcommittee on Employment Opportunities 91

I. INTRODUCTION AND SUMMARY

This report establishes a strategy for Federal action on behalf of the nation's children and their families. While the private sector and State and local governments play an important role, a strong Federal role is recommended because the Federal Government has the power to redistribute national resources and promote the general welfare of all citizens.

Almost 14 million children live in poverty. They are the largest single group living in poverty in this country. They are trapped, by mere chance of birth, into a life of continued struggle for survival.

Although a disproportionate number of these children are minorities, poverty knows no color. While many of the undernourished live in the inner city, poverty knows no boundaries. And even though government and the private sector have tried for more than 50 years to eliminate poverty, one in every six white children and one in every two black children is poor.

The primary way to address the needs of children and their families is for the Federal Government to lead the nation's public and private business efforts in developing a sustained productive and profitable national economy. An annual economic growth rate of at least 4-4.5% would minimally be necessary to guarantee a robust economy and jobs for all who are able and willing to work. Self-sufficient workers contribute to productivity, instead of being dependent on the government to provide for their needs.

The concepts of the Full Employment and Balanced Growth Act of 1978 (P.L. 95-523) must be enforced and implemented. This law places responsibility on the Federal Government to use all practical means to improve the general welfare of all citizens.

The Full Employment Act establishes accountability by requiring the President to initiate specific policies and supplementary programs to achieve full employment and balanced economic growth; to establish numerical goals that are assessed; and to report to Congress and the American public on current and foreseeable economic trends.

If these efforts were achieved, many Federal programs would be greatly reduced or unnecessary. If everyone able and willing to work had a job, the target populations of such programs as Aid to Families with Dependent Children, Food Stamps, and Special Supplemental Food Program for Women, Infants and Children, would be greatly reduced. This would reduce the need for billion dollar programs that the general public now supports. But until such time as this can be achieved, the Federal Government must act in a fiscally responsible manner with compassion for the needs of its citizens.

This report addresses the rights of children—this nation's most valuable resource. The notion that children have rights has been documented since the early part of this century, beginning with a

League of Nations statement on the issue in 1923. The United Nations General Assembly some thirty-six years later adopted the "Declaration of the Rights of the Child", declaring that ". . . mankind owes to the child the best that it has to give . . . ." The Assembly urged individuals, organizations, local authorities, and national governments to recognize that all children have rights and must enjoy special protection that enables them to develop physically, mentally, morally, spiritually, and socially.

In addition, the 1959 U.N. statement urged that children be entitled to social security and education that is free and compulsory. They must be protected from all forms of neglect, cruelty, exploitation and practices that foster discrimination of any kind.

This report builds upon these foundations and states that every child has a right to a quality education which provides the opportunity to become intellectually and economically productive. Children have the right to the best possible education offered on a free and equitable basis. They have the right to develop according to their potential without regard to disability and within an environment free from mental and physical abuse.

Every child has a right to grow up in a family that is economically self-sufficient. Government economic policy in conjunction with private sector efforts must create an adequate number of jobs to accommodate all citizens who have the ability and willingness to work.

Every child has a right to a healthy body and quality comprehensive health care. This care must begin before birth by providing expectant mothers access to the right kind of nutrition and prenatal care. Later, infants and young children should receive wholesome and nutritious food at home and in school.

Every child has a right to live in a safe and clean environment. The odds against a child succeeding in school are great if he or she has to live in an infested, crowded environment with inadequate provisions for heat and running water, where drug trafficking is right outside the window, or where he or she must walk to school, fearful of being attacked by rival gangs. Decent housing must include hot and cold running water that is free from contamination, adequate heat and relief from rodents and other forms of infestation and disease.

This report addresses some of the major conditions that affect the ability of children to lead productive lives. Although programs to promote achievement of the above rights do not all come under the jurisdiction of the Committee on Education and Labor, it is appropriate to address them in their entirety. The lives of children can only be changed through a coordinated and comprehensive approach.

The top priority of the 100th Congress must be to translate into practical realities the rights of children and their families to quality education, economic self-sufficiency, a healthy body, and a safe and livable environment. To ensure accountability, the report establishes specific goals and recommendations for each of the four basic rights of children. Progress toward the achievement of these goals will be assessed and reported to Congress periodically.

SUMMARY OF GOALS AND RECOMMENDATIONS

1. Education

Although education is primarily a State and local responsibility, it is the Federal Government's role to ensure equal access to a quality education for all children. Educationally disadvantaged, bilingual, disabled, and abused and neglected children need extra help to achieve equal educational results with their peers.

Failure in some schools to adequately address the educational needs of children has limited their learning achievement in primary and secondary programs. It has been estimated that as many as 60 million Americans may not have the reading and writing skills necessary to function effectively in society; the drop out rate in some of the nation's largest cities is nearly 50%; and drug use among elementary school students is increasing at an alarming rate. The education system is not adequately preparing all of its students for postsecondary or technical schools and opening avenues for innovation and creativity.

GOALS:

—Provide equal access to quality education for all children.

—Improve the academic performance of students enrolled in the public school system by instituting effective schools principles in every local school district by 1990.

—Reduce the number of adult illiterates by 10% annually.

—Establish a national policy on child care during the 100th Congress.

—Provide financial support and technical assistance for teacher education and training.

—Fully fund special education and related services for disabled children.

—Increase the educational attainment of limited English-proficient speakers through support of the Bilingual Education program and encourage the recruitment of teachers of English as a second language.

—Improve the academic achievement and assure equal educational results of minority students, particularly in language, science and math.

—Prevent family violence and child abuse.

KEY RECOMMENDATIONS:

The largest single Federal aid program for elementary and secondary education is for remedial services under Chapter 1 of the Education Consolidation and Improvement Act. Increasing the number of students who receive these services by 20% per year until all eligible children are being served and increasing funding for Head Start so that the number of children receiving services is increased by 20% annually will help meet one of this report's major education goals.

In addition, the report recommends the creation of a national child care and educational system for very young children; increased funding for bilingual education by 10% per year until all eligible students are served; an increase in funding for the education of disabled children; a requirement of parental involvement in

all education legislation; and a multi-ethnic and multi-cultural approach to education in all subject areas.

2. Economic Self-Sufficiency

Full employment—the key to stable family life—calls for economic investment of a high order. Yet, over the past five years the current administration has not pursued economic policies that center on the concept of full employment and balanced growth. In fact, today, at the peak of a supposed boom, more than 14 million people are chronically unemployed and underemployed.

Under these economic policies, which clearly violate the Full Employment and Balanced Growth Act, the future may be bleak for many skilled manufacturing workers and young people. The 20 most rapidly expanding occupations are paying $100 per week less than the 20 occupations in most rapid decline. Youth unemployment is at a staggering level with no appreciable decline in sight.

Discrimination in the workplace must be eliminated to give women and minorities equal access to good paying jobs. Supportive services, such as medical coverage and child care must be made available. Teenagers should have the opportunity to participate in programs that improve the transition from school to work. All workers should be guaranteed an equitable minimum wage.

GOALS:

—Establish a mechanism for executing a national employment policy and target structural programs to utilize human and other resources.

—Strengthen Federal programs to enable welfare recipients to obtain unsubsidized employment.

—Reduce minority youth unemployment by 10% each year and overall youth joblessness by 3% annually.

KEY RECOMMENDATIONS:

Creation of Federal, State, and local employment boards which would evaluate the employment impact of government policies, and formulate new programatic approaches would provide the needed mechanism to implement a coordinated and comprehensive national employment policy. Representing the broad interests of business, labor, community, and government groups, the boards would greatly improve the now loosely structured, ad hoc employment system.

The implementation of a stand-by job creation program is also a critical part of the Federal Governmment effort to respond to chronic as well as cyclical high unemployment. The lengthy start up time for public jobs creation initiatives, cited as one of the major criticisms of Federal programs, would be eliminated. Legislation to increase the minimum wage is recommended to compensate for the inflationary erosion of its real value over the last six years.

In the area of work-related programs for welfare recipients, the report recommends the establishment of a streamlined Work Incentive Program which provides education, training, and employment options, as well as child care to enable welfare recipients to choose a life of self sufficiency and personal independence. For mothers of children on welfare, the report urges the repeal of the

punitive reduction in benefits based on income earned to allow them to escape the cycle of poverty.

For youth, the report calls for strengthening the Federal-private sector partnership for training workers and an increase in the funding for summer employment programs, including remedial education, to enable young people to gain valuable skills and work experience. It also recommends enacting the Youth Incentive Improvement Act which would provide work experience, education and incentives for staying in school.

3. Healthy Body

The problem of hunger in the United States, according to experts, is now more widespread and serious than at any time during the past two decades. Millions of children across the nation experience hunger at least sometime each month, often resulting in malnutrition, sickness and disease.

Quality medical care is not affordable for many families. More than 9 million children have no health care and 18 million have never seen a dentist. Equally serious is the fact that prenatal and infant care is virtually nonexistent for millions of Americans. Infant mortality is higher in this country than in Great Britain, France, Canada or Japan, and two-thirds of all infant deaths occur among low birthweight babies.

GOALS:

—Increase the number of eligible women and children served by the Special Supplemental Food Program for Women, Infants and Children (WIC) by 10% per year.

—Promote programs that offer equal access to quality and comprehensive health care for children and families.

—Support programs that will reduce the infant mortality rate to the U.S. Surgeon General's goal of 9.0 deaths per 1,000 births by 1990 overall, and lower thereafter and eradicate the gap in the mortality rate between white and black infants.

—Support comprehensive programs that reduce teenage pregnancy rates.

KEY RECOMMENDATIONS:

Changing the WIC program to an entitlement would assure universal coverage for all women, infants and children in need of nutritional assistance. The nation's school lunch and breakfast programs must be expanded and improved so that all students are fed properly.

In combination with WIC, enactment of legislation providing for free, universal pre- and postnatal health care and implementation of the Family and Medical Leave Act would help the nation protect and further the rights of children to a healthy body.

4. *Safe And Livable Environment*

Safe and affordable housing is a basic fundamental right for every person. Yet today in virtually every major city in the nation, the largest number of homeless are women and children and millions of others live in substandard units.

In addition to the lack of adequate housing, one of the most serious problems facing young people today is drug abuse. It is estimated that more than 70% of all children have experimented with drugs in some form or another. High school students in this country use illegal drugs more than in any other industrialized nation. Most disturbing is the early age at which drug use begins. Children must be given the opportunity to live in a crime- and drug-free environment and have access to recreational facilities that provide opportunities for positive physical and mental development.

GOALS:

—Increase the availability of safe and affordable housing for low- and moderate-income families.

—Implement the Federal program aimed at halting the supply and demand for illegal drugs, including drug education and prevention programs.

—Increase support for economic development in depressed urban and rural areas.

KEY RECOMMENDATIONS:

Federal housing and economic aid programs must be designed and executed to improve neighborhoods, not to displace residents. Current substandard housing units should be brought up to code and government-owned, boarded-up units should have top priority in renovations.

Congressional interest in dealing with the nation's drug abuse problem must not stop with the implementation of national legislation. Action and encouragement for State and local governments, community organizations, private enterprise, and individuals to develop drug abuse programs, as well as efforts to curb youth gangs, must continue.

PROGRAMS THAT WORK

The key to maintaining a strong Federal role in meeting domestic needs is to evaluate programs on their individual merits, especially during a time of high budget deficits and fiscal restraint. Such an evaluation would support the expansion of the most successful programs and change or fine-tune those with problems. Below are highlights of several programs that are more fully discussed in the body of the report. They are examples of efforts which have helped children and their families and need to be expanded:

HEAD START—Provides early childhood education, including health care, nutrition and social services, to low-income families. Research shows that students who have preschool education had an employment rate double those who did not and were 50% more likely to graduate from high school.

CHAPTER ONE—Provides remedial education assistance to disadvantaged children in elementary and secondary schools. A significant improvement in test scores for children who participate in the program has been shown over the past two decades.

EFFECTIVE SCHOOLS—Recommends educational characteristics to make schools effective. Included among those fac-

tors are strong leadership, high expectations for student achievement, an orderly school atmosphere, emphasis on basic and higher order skills, and frequent evaluation of student progress. Fifteen years of research reveals that the concept has drastically improved reading scores in the schools utilizing the program.

JOB CORPS—Provides residential training and remedial education for disadvantaged young people with a goal of insuring that youth gain the necessary skills to obtain an unsubsidized job. Research shows that corps members have more education, higher earnings and longer employment than young people who received no training.

YOUTH INCENTIVE ENTITLEMENT PILOT PROJECTS (YIEPP)—Was a successful demonstration program implemented under the Youth Employment Demonstration Projects Act of 1977. It provided work experience and incentives for staying in school as well as opportunities for completing general education development (GED) programs. Employment of 16-19 year olds increased dramatically and program evaluations proved the program to be cost effective.

WORK INCENTIVE PROGRAM—Provides job training, placement and supportive services to welfare recipents to enable them to find work. U. S. Department of Labor research indicates that the program, which costs $271 million, reduced welfare payments by more than one half billion dollars in 1984.

SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR WOMEN INFANTS AND CHILDREN—Provides supplemental food to pregnant women, infants and young children who are at nutritional risk. Approximately three million people participate in the program, but experts estimate that more than six million are eligible. Research indicates that the program has had a significant impact on reducing infant mortality.

MATERNAL AND CHILD HEALTH CARE—Provides services such as prenatal care, well-child clinics, immunizations, vision screening and dental care. According to the Institute for Medicine in Washington, D.C. (1985), expending $1.00 on prenatal care saves between $3.38-$9.00 in health expenses.

MEDICAID—Provides medical assistance to aged, blind or disabled low-income persons and families with dependent children. Although the program is cost effective and has improved access to health care for children, Medicaid reaches less than half of those in poverty.

TITLE XX OF SOCIAL SERVICE BLOCK GRANT—Provides the largest amount of Federal funding for child care, even though the money has been cut dramatically in the last five years. It has been estimated that less than 30% of all low-income families can afford child care, and research shows that one quarter of unemployed parents would work if affordable child care were made available.

COMMUNITY DEVELOPMENT BLOCK GRANTS (CDBG)—Provides money to assist communities in a variety of activities to promote neighborhood revitalization, improved and affordable housing, public services and economic develop-

ment. Recent studies have shown that the CDBG program has enabled development programs to take place in depressed areas that would otherwise have been ignored.

This report also includes some examples of State and local programs that affect the lives of children and families. Included in the material are addresses and telephone numbers to allow interested persons to obtain more information on the activities.

Volume I concludes with statements from Representative Dale Kildee (MI), Chairman of the Subcommittee on Human Resources, Representative Patrick Williams (MT), Chairman of the Subcommittee on Select Education, and Representative Matthew Martinez (CA), Chairman of the Subcommittee on Employment Opportunities. The inclusion of their remarks does not imply that they necessarily endorse this report in its entirety. Special thanks and appreciation are extended to these and other Members for their continued efforts to improve the quality of life for children and their families.

Volume II of this report provides a description and legislative history of Federal programs that affect children and families.

II. THE COST OF FAILURE VERSUS THE BENEFITS OF INVESTING IN CHILDREN

Failure to invest in quality education, opportunities for economic self-sufficiency, a healthy body, and a safe and livable environment, will have a devastating effect on children and society as a whole. The cost of failure will run even higher unless Americans heed the critical warning signs of alarming trends that are reported daily. Nearly one out of every four preschool children lives in poverty.

Despite all of this country's bountiful resources, many Americans are faced daily with situations that make it difficult for them to feed their children, find affordable housing, or obtain employment. While the nation is experiencing an officially designated economic recovery, many people remain untouched by the usual rewards that accompany economic upturns.

Poverty, hunger, joblessness, illiteracy and homelessness are not new phenomena. In 1940, there were millions of people in poverty, due to the excessive joblessness brought on by the Great Depression. In 1959, the first time official data were available on poverty, 22.4% of all Americans, of which 26.9% were children, were living in poverty. Responding to a national awareness brought on by a compelling civil rights movement, national media reports on such subjects as the conditions of migrant farmworkers, heightened public awareness of the widespread incidence of hunger, malnutrition, poor housing and unequal education and employment opportunities, the Federal Government embarked on a "war on poverty" during the mid-1960's.

A period of robust economic growth between 1964-1969, along with the expansion of Federal Government transfer payments, greatly reduced poverty. By 1969, 12.1% of the overall population was officially counted as living in poverty, and children living in poverty had been reduced to a low of 13.8%.

Why are poverty, hunger, joblessness, illiteracy, and homelessness so rampant in an otherwise affluent 1980's America?

Causes of Poverty

Inadequate Economic Growth:

Lack of adherence to a full employment and balanced growth agenda has been the primary cause of poverty. Since 1969, economic growth has averaged 2.8%, far below the amount needed to prevent unemployment from rising or income levels from declining. The recession of 1974-75, the short slowdown of 1979-80, and then the recession of 1982 caused the nation's economy to fall further behind. The economy has yet to make up the ground lost due to inadequate economic growth. In addition, because the last several years of growth have been skewed from proper support for domes-

tic needs and priorities, millions of additional Americans have joined the ranks of the poor.

Unemployment:

A major factor in the increase in poverty is the continuing high levels of joblessness. In September 1986, almost four full years into a so-called recovery period, official statistics still peg overall unemployment at over 8.3 million people. When the 5.5 million who are working part-time for economic reasons and over 1 million discouraged workers are added to this figure, a more realistic count of over 14.8 million people unemployed and underemployed is revealed.

Feminization of Poverty:

Between 1970 and 1984 the number of families maintained by women exploded from 5.5 million to 9.9 million, an increase of 80%. Women today make only 64 cents to every dollar that a man makes. Women are disproportionately segregated in traditional "pink collar" jobs, such as secretarial, nursing, and teaching professions, as well as in the lower paying service sector. In addition, sex discrimination and racism still combine to limit women's income and economic mobility.

While the proportion of children living in female-headed families more than doubled, black children are three and one-half times more likely than white children to live in such households. Half of the black children in America live in female-headed households and because of the low pay their mothers receive or lack of any job at all, these children are the poorest in the country.

Industrial and Technological Changes:

Upheavals in employment in the industrial and heavy manufacturing sectors of the economy have increased unemployment and poverty. Plant closings, or relocations, slack work, or the abolishment of a position or shift due to low demand or automation are the primary results of the changing face of the U.S. industrial base. Unemployed industrial and manufacturing workers who have been fortunate enough to find other jobs, often have to settle for lower wages and less benefits. Foreign competition in industries such as autos, steel, textiles, shoes, and other former American strongholds have fed a ravaging trade deficit. For every $1 billion of this red ink, 25,000 American jobs are either lost or not created.

Budget Cuts:

Between 1981 and 1985, major education, job training, and social service programs with proven track records suffered budget cuts so severe that, after adjustment for inflation, less was being spent on them in 1985 than was spent in 1980. While the most recent round of budget actions have leveled the decline in the last year or so, the fact remains that large numbers of people have literally been forced into poverty because of these budget cuts.

Although some programs may need fine-tuning, slashing them does not reduce the deficit, but actually harms millions of people. Such actions increase the deficit in both the short and long run, for more outlays are required to address the resultant fallout. In-

creased joblessness, physical and mental illnesses, crime, alienation, and alcohol and drug abuse are only a few of the results.

Tax Policy:

While it has been evident for many years that the American tax code has long favored the more wealthy and affluent in society, the changes enacted in the Tax Act of 1981 created more inherent inequity in an already skewed system of taxation. After-tax incomes for the 20% of American families with the lowest incomes decreased by an average of 7.6% between 1980 and 1984. By contrast, after-tax incomes for the 20% with the highest incomes rose by an average of 8.7% over this same period. The Federal income and payroll tax burden for the typical family of four living at the poverty level has almost tripled—from $460 in 1980 to $1,221 in 1986. The Tax Reform Act of 1986 will exempt more than 6 million low-income Americans from Federal income tax liability.

Discrimination:

Up to 1981, great strides were made to eliminate discrimination in the economic, social and educational progress of many black Americans, Americans of Hispanic descent, and other minority groups. However, blacks and other minority groups have yet to catch up with whites in employment, income, education and other economic indicators. Unfortunately, it is the children who are suffering the greatest pain. Black children are more likely to be born into poverty, lack early prenatal care, have an adolescent or single mother, have an unemployed parent, be unemployed themselves as teenagers and not go to college after high school graduation.

The increase in the number of blacks and other minorities who have been trapped in the underclass can be explained to a great extent by lack of quality education and opportunities for training, jobs and other economic reasons. But it is not the only answer. Equally true, while some positive developments can be attained through self-help and a rededication to certain work-ethic and moral standards, these methods alone will not solve the problems.

Discrimination continues to exist and the Federal Government must assure equal opportunities and equal distribution of resources. The recent decline in Federal antidiscrimination enforcement must be reversed. Every American should have an opportunity to grow in a safe environment, in good health, be educated to his or her potential, and have the chance to become a productive citizen through employment and training experiences. Through such actions, the future of this nation and its values are more secure.

The following programs are examples of efforts that work efficiently and effectively and have moved to ensure the basic rights of children and their families.

PROGRAMS THAT WORK

Several examples have been selected to illustrate positive effects of programs on children and their families. Although the maximum number of eligible recipients has never been served, the programs have proven to be cost-effective in terms of the direct returns to individuals, benefits to society, and the economy. They

also have had some far reaching effects on the quality of life in the United States. The Federal Government must strengthen and invest in them.

The programs which have been chosen address the basic needs of children and their families for education, employment, nutrition, health and child care, and a livable environment. They are:

(1) Head Start
(2) Chapter 1 of the Education Consolidation and Improvement Act
(3) Effective Schools
(4) Job Corps and Youth Employment
(5) Work Incentive Program (WIN)
(6) Special Supplemental Food Program for Women, Infants, and Children (WIC)
(7) Maternal and Child Health
(8) Medicaid
(9) Title XX Social Services
(10) Community Development Block Grants.

Since 1980, the funding for some of these programs has been systematically and drastically reduced. Unfortunately, the dollars saved were never used to reduce the Federal deficit, but were simply transferred almost dollar for dollar to defense spending. As a consequence, the number of children living in poverty has increased; there has been an increase in the illiteracy rate among adults; youth unemployment is soaring, especially among minority youth; drug and alcohol abuse has pervaded all socioeconomic levels; and teenage pregnancy, particularly among the poor, is the highest among western industrialized nations.

Education

(1) Head Start

The Federal Government has supported preschool education since 1965, with the inception of the Head Start program which provides early childhood education for low-income children. The program also provides other services including health care, nutrition, and social services. One of its most important aspects has been its emphasis on parent and community involvement.

Head Start has paid off handsomely. Among studies conducted, the High/Scope Educational Research Foundation's longitudinal study on the Perry Preschool Program in Ypsilanti, Michigan, found that those who participated in an early childhood education program had an employment rate double that of a control group; they were 50% more likely to have graduated from high school, and were about one-third more likely to have gone on to some form of postsecondary education.

Researchers revealed significant differences in the achievement of both academic and social skills at age 19 between those who did and those who did not participate in the preschool programs 15 years earlier. Employment and college or vocational training rates for the preschool group are almost double; the high school graduate rate is almost one-third higher; arrest rates are 40% lower; and teenage pregnancy rates are almost half.

High/Scope's cost benefit analysis revealed that the return on the initial investment in Head Start was equal to three and a half

times the cost of two years of preschool, and seven times the cost of one year. According to testimony presented before the House Select Committee on Children, Youth, and Families in 1983, High/Scope researchers reported that:

> For every dollar invested in one year of high quality preschool education for economically disadvantaged children, the returns to society over the lifetime of the subject are approximately: $1.00 in reduced public school education costs; $.50 in reduced crime costs; $.25 in reduced cost of welfare administration (in addition $2.25 in reduced taxpayer's cost of welfare); and $3.00 in increased lifetime earnings ($.75 in increased tax revenues). . . . Return on investment to society for each $1.00 is $4.75.

Currently, only 17-18% of the eligible preschool population is enrolled in Head Start. Research over the past two decades clearly reveals that well designed educational programs for children between the ages of 2.5 and 5.0 years make a significant difference.

(2) Chapter 1

Since 1965, the Federal Government has provided compensatory education services at the elementary and secondary levels to educationally disadvantaged and low-income children under Title I of the Elementary and Secondary Education Act. In 1981, the program was substantially revised under Chapter 1 of the Education Consolidation and Improvement Act.

According to the U.S. Department of Education, the Chapter 1 basic grant program served 4.85 million children during the 1983-84 school year, approximately 50% of those estimated to be in need of services. In fiscal year 1986, the Federal Government expects to spend approximately $3.5 billion for Chapter 1.

Twenty years of research on compensatory education has revealed significant improvements in test scores for children in reading. Improvement has been most pronounced by minority children, children in rural and disadvantaged urban communities and those living in the southeastern part of the United States. Researchers have attributed a 40% reduction in the gap in reading achievement between white and minority children to compensatory education.

Elementary school provides the foundation for basic reading and math skills. A child's elementary school experience can literally make or break his or her future level of success in higher grades. Without a solid foundation in elementary school, the student at the junior and senior high school level has difficulty making up past deficiencies.

Junior and senior high schools are the places where children gain the foundations for problem-solving skills. It is a critical stage in educational development that has been sadly overlooked. It is a time of important changes for adolescents that are often reflected in a decline of academic performance, the development of negative attitudes toward school, and the inability to cope with difficult life problems.

For example, the High School Dropout Prevention Network of Southeast Michigan reports that the graduation rate in large urban school districts is startlingly low. In New York City, 56.4%

of the ninth graders graduate, leaving 43.6% to transfer or drop-out. In Boston, only 52.2% graduate, leaving 47.8% of the students to transfer or drop out. In Detroit, 33.5% graduate, leaving 66.5% of the students to transfer or drop out.

Dropout rates for Puerto Ricans and for Native Americans are over 80%. At a school in Northern Michigan where there is an Indian reservation, not one Indian student has ever graduated from that high school.

Chapter 1 has increased parental involvement and subsequent improvement in student achievement, which generally encouraged students to stay in school. Studies show a drop in achievement when Chapter 1 services have been terminated. The National Center for Educational Statistics (1983) reported that it costs $500 to provide a year of compensatory education to a student before he or she gets into academic difficulty. It costs over $3,000 when a student repeats one grade once.

According to the National Coalition for Students (1985):

> When compensatory education prevents one student's repeating a grade, we can provide compensatory education to five other students at no cost. Since students who repeat grades are those most likely to drop out or get pregnant too early even after remaining in school for several extra years, the real social benefit from targeted compensatory education is much greater. Early attention clearly has measurable effects in later years.

(3) Effective Schools

In 1971, George Weber, an early pioneer in the effective schools movement examined four inner city schools in which achievement in reading was clearly successful for children from low-income families. In 1974, Dr. Ronald Edmonds, an education research-reformer, challenged the prevailing attitude that a child's family background was a more important factor in school achievement than the actual school experience. He identified factors that made schools work for children from low-income families. He concluded that a school's control of program and program quality would make the difference in a child's school achievement regardless of his or her background.

Instructionally effective schools have common characteristics. First, strong leadership at the school level; second, high expectations that no child will fall below minimum levels of achievement; third, an orderly school atmosphere conducive to learning and teaching; fourth, student acquisition of basic and higher order skills takes precedence over all other school activity; and fifth, frequent and consistent evaluation of student progress.

With these beginnings, the effective schools movement has expanded in the past 15 years. According to a 1985 National Institute of Education report, there are approximately 7,500 schools in 1,750 school districts that are following the principles of the effective schools movement. Based on the assumption that all children are educable, proponents indicate that the quality of any child's education is derived primarily from the nature of the school to which he or she is sent. Children who start out not doing well in school get

further behind the longer they go to school. The objective is to make sure children master the required academics before they move on to the next grade.

Children are doing better in school because of Effective Schools programs. The Effective School Project (ESP) in Chicago indicates that eight-year-olds in effective schools gained seven months in reading during the 1981-82 school year compared to five months in the 1980-81 school year. Thirteen-year-olds gained 11 months as compared with seven months in the 1980-81 school year. City-wide, reading scores of eight-year-olds remained the same between 1981 and 1982. The scores of 11 and 13-year-olds improved by one and three months.

Forest Hills Parkway Elementary School in Cleveland, Ohio, which is 70% black with an average annual family income of $13,000, has implemented the effective schools program and has reported that 86% of its pupils are testing at or above the national average.

Among seven public schools which implemented the effective schools approach under New York City's School Improvement Project (SIP), there was an average increase of 16 percentage points between 1979 and 1982 in the percent of students reading at or above grade level, compared to a city-wide average gain of four percentage points. Among nine public schools that joined the project during the 1980-81 school year, there was an average gain of 11 percentage points between 1980 and 1982.

The effective schools approach pays off at the high school level too. At George Washington Preparatory High School in Los Angeles, the effective schools approach has made a difference. School enrollment is at maximum capacity, with a waiting list. Absenteeism is down to less than 10%, and 80% of the seniors in 1985 graduated with plans to attend college. The national average is 63%.

These examples represent an encouraging effort in the right direction of improving the educational achievement of children.

Economic Self-Sufficiency

(4) Job Corps and Youth Employment

In 1965, as part of the war on poverty, Congress established Job Corps, a residential training and remedial education program for disadvantaged youth. The goal of the program is to enable young people to gain the necessary skills and education to become productive and self-sufficient workers. Job Corps program activities include vocational training, actual work experience, counseling, vocational and recreational activities, and remedial education. Participants receive a personal allowance while enrolled in the program.

Job Corps enrollees are served in one of the 107 primarily residential centers, located around the country. The individual Job Corps centers, managed and operated by public and private organizations, concentrate on developing competency in the basic educational skills and providing the skills training required for employment in the private sector, acceptance into the military or return to school. Since its inception two decades ago, more than 1.2 million economically disadvantaged youth have participated in the program and have benefitted from Job Corps.

A report issued by Mathematica Policy Research, Inc. (1982) found that Job Corps provided enrollees with significant benefits. It compared Job Corps participants with a control group which did not receive such training and found that Corps members had longer employment periods, higher earnings, more likelihood of entering the armed services and three times more likelihood of earning a high school diploma or its equivalent. Also, Corps members were on public assistance and unemployment compensation less than the control group and the number of illegitimate children among female enrollees was reduced. The study also found each dollar invested in Job Corps returned $1.46, or 46% to the U. S. Treasury.

While Job Corps helps a certain segment of the population, overall youth unemployment is still a serious problem that contributes significantly to crime, substance abuse, and other social and economic problems. The Full Employment and Balanced Growth Act of 1978 requires the President to improve and expand existing youth employment programs and recommend legislation for new programs to address the problems of youth unemployment. The President is required to:

—coordinate youth unemployment activities with other employment and training programs;

—develop a smoother transition from school to work;

—prepare disadvantaged and other youth with employability handicaps for regular, self-sustaining employment;

—develop realistic methods for combining training and work; and

—develop provisions designed to attract unemployed youth into productive full-time employment through incentives to the private sector.

The Youth Incentive Entitlement Pilot Project (YIEPP) created under the Youth Employment Demonstration Projects Act of 1977, which was incorporated into the Comprehensive Employment and Training Act, proved to be a successful implementation of these policy directives. Under YIEPP, young people who were in or returned to school were guaranteed full-time summer and part-time year-round employment. The program resulted in increases in employment for young people between the ages of 16-19 years, especially for black youth. During the school year, the employment rate for 15 and 16 year olds increased by 115% over what it had been in the absence of the program.

The estimated cost of providing a full-time job during the summer months was $4,900. The program also encouraged other benefits such as higher college attendance, less dependence on welfare, higher wage earnings for recipients, and less involvement in crime. YIEPP was a program that proved to be cost-effective.

Current youth employment and training efforts are authorized under the Job Training Partnership Act (JTPA) and include training for disadvantaged youth and adults, summer youth employment, and the Job Corps. While JTPA is a worthwhile investment, at its current funding levels it is only serving 3 to 4% of the eligible population.

(5) Work Incentive Program (WIN)

In an attempt to address the unemployment problem for those who were recipients of public welfare assistance, Congress enacted the Work Incentive Program (WIN). As a condition for receiving public assistance benefits, all adult recipients with no barriers to require them to stay at home are required to register with the State employment service, to participate in job training or job search activities, and to accept employment offers.

WIN provides skill assessments, job training and placement, and supportive services to help welfare recipients become self-supporting. The program has proven to be cost-effective. According to statistics issued by the Department of Labor for fiscal year 1984, reductions in welfare payments resulting from the increased employment of persons who had registered with WIN totalled $587 million, compared to a Federal appropriation for the program of only $271 million. Welfare savings resulting from WIN participation exceeded program costs in fiscal year 1984 by more than 100%.

Health and Nutrition

(6) Special Supplemental Food Program for Women, Infants, and Children (WIC)

Health prospects for a young child are often determined before birth. A healthy, strong mother has a much better chance of giving birth to a full-term healthy infant than a mother who received little or no prenatal care, inadequate or a non-nutritious diet, or who is unprepared physically and emotionally for motherhood due to being little more than a child herself. Unfortunately, the United States has the highest rate of teenage pregnancy in the Western world. Each year more than one in 10 American girls between the ages of 10 and 19 years becomes pregnant.

The Center for Population Options reported that American families started by teenage mothers cost taxpayers $16.5 billion in 1985 alone. The Center also estimated that infants born to teenage mothers in 1985 will cost taxpayers $6.4 billion by the time they become adults, but that $2.4 billion of that could be saved had the mothers waited until they were 20 years old to give birth.

Teenage pregnancy imposes lasting hardships on both parent and child, particularly when the mother is single. Teen mothers are more likely to be living in poverty. As a result, young mothers are unprepared to sustain themselves and their children. They and their children tend to be poorly nourished and tend to have more health problems and more limited access to a well-balanced diet and adequate health care.

Infant mortality rates (death of babies between birth and one year of age) are one of the most commonly used indicators of a population's health status; they are closely associated with life-expectancy levels. Between 1965 and 1980, the infant mortality rate in the United States dropped by 55%. Since 1980, health officials and researchers have observed that this trend has slowed significantly.

In 1983, 40,000 infants died in this country, a 3% increase over the rate for 1982. The rate for black babies rose by 5% that same year. Provisional data reported by the Children's Defense Fund

(1985) from the National Center for Health Statistics indicate that between December 1983, and November 1984, postneonatal mortality rates rose by 6% nationwide.

The national rate of infant mortality is currently 11.2 deaths per 1,000 live births. The District of Columbia, which recently launched a $3 million awareness campaign to lower the rates of infant deaths, has one of the highest overall mortality rates in the nation, 19.3%. Seven southern States have rates between 12.8 and 15.1%. The U.S. Surgeon General has set a goal of reducing the infant mortality rate to 9.0 deaths per 1,000 births by 1990.

Low birthweight is considered to be a primary cause of death among infants. Low birthweight is an indicator of inadequate fetal growth, resulting from premature birth and poor maternal weight gain during gestation or both. If a low birthweight infant does survive, the child will more than likely experience health and developmental problems throughout childhood.

Two Federal programs have had direct impact on reducing infant mortality rates in this country: WIC and Maternal and Child Health. Both programs have proven to be cost-effective and provided positive benefits to recipients.

The WIC program distributes funds to States and certain recognized Native American tribes to provide supplemental food to mothers, infants, and children up to the age of five years who are diagnosed as being at nutritional risk. Although approximately 3 million participants receive WIC services, it is estimated that WIC serves less than one-half of the eligible population.

It costs approximately $1,000 a day to maintain a low birthweight, premature infant in the hospital in intensive care. In contrast, for every $1.00 spent on WIC for prenatal care and nutrition, as much as $3.00 are saved in immediate hospital costs. The greatest nutritional improvements have been evidenced in populations at risk such as teenagers, blacks and Hispanics from low-income families.

Evaluators of the WIC program have reported:

—an increase in birthweight of infants born to program recipients;

—a reduction in the incidence of births of low birthweight infants;

—a reduction in neonatal mortality; and

—an increase in gestational age and reduction in prematurity among infants born to program recipients.

(7) Maternal and Child Health Care Program

Early and periodic prenatal care is associated with improved pregnancy outcomes, and the lack of such care with increased risk of low birthweight babies with disabling conditions and high rates of infant mortality. Such care is provided to low-income pregnant women through the Maternal and Child Health Services Block Grant, which is authorized under Title V of the Social Security Act. Services include prenatal care, well-child clinics, immunizations, vision and hearing screening, dental care, and family planning.

According to the Institute of Medicine in Washington, D.C. (1985), improved use of prenatal care reduced the rate of low birthweight and infant mortality. For every $1.00 spent, $3.38 can be saved in the costs of care for low-birthweight infants. The Colorado Health Department estimated that for every $1.00 spent on prenatal care for low-income women, $9.00 could be saved in medical expenses for premature infants.

(8) Medicaid

In order to obtain at least minimal health care for children in the United States, a child must have a parent or guardian that has health insurance. Family income and employment status are the key factors for obtaining health insurance. If a child's parent/guardian does not have a full-time job, there is usually no health insurance available to that family. Children represent 36% of all uninsured individuals under the age of 65 years. Approximately 12 million children, or one in every six children, have no health insurance.

Medicaid is a Federal-State matching program that provides medical assistance to low-income persons who are aged, blind, disabled, or members of families with dependent children. It has been estimated that Medicaid represents 55% of all public health funds spent on children. The Federal and State governments have placed major limits on coverage provided under Medicaid, such as limits on the number of inpatient hospital days that are covered; limits on the number of visits that beneficiaries can make to physicians and clinics; and caps on the reimbursement rates that Medicaid will run over in order to save money. Despite these limitations, 9.8 million children under the age of 21 years received Medicaid services in fiscal year 1984.

Medicaid has improved access to health care for children and has proven to be cost-effective. For every dollar spent to provide comprehensive maternity care for Medicaid eligible pregnant women, two dollars can be saved in the first year of an infant's life because of improved birthweight and a reduced need for hospital care. Ongoing preventive health care for Medicaid-eligible children has been shown to reduce health problems and has cut program costs by nearly 10% for children who receive benefits.

Under Medicaid's Early and Periodic Screening, Diagnosis, and Treatment program (EPSDT), children receiving services exhibited fewer abnormalities during exams than children who did not receive services. The overall cost of health care is far less for children who participate in the program than for children who do not participate at all.

The Medicaid program only reaches about half of all children who are poor. The Children's Defense Fund (1985) reported that in 22 States the program actually reached less than 40% of the children living in poverty. There are two reasons why Medicaid reaches so few children. First, States maintain very restrictive categorical eligibility standards. More than half of the States do not provide coverage for children five years and older in two-parent families. Second, many States have frozen financial eligibility requirements at extremely low levels. Because the number of children who live in poverty has increased since 1980, while Medicaid

eligibility has been restricted and available funds reduced, the number of children receiving services has actually declined.

(9) Title XX Social Services

The lack of affordable child care is another factor that keeps families poor. A survey of families in the State of Maine indicates the importance of child care in order for families to be self-sufficient. Nearly 20% of the working parents questioned indicated that they would work more hours if adequate, affordable child care were available. More than 25% of the non-working parents would work if such care were available. In almost 25% of all families with a young child, one or more adults was forced to quit work, unable to take a job, or unable to continue education and/or training due to the lack of child care (Maine Child Care Task Force, 1984).

Only 29% of low-income families are able to afford child care. Single parents need the most help. According to the Children's Defense Fund (CDF), the average single mother earned less than $9,000 in 1982. CDF estimates that at least one-third of that income is needed for child care. This is three times the amount considered reasonable to pay for child care and the family will have great difficulty surviving on $6,000 a year, which is dangerously below the poverty level.

The purpose of Title XX Social Services Block Grant program is to provide assistance to States to furnish services directed at the statute's five goals:

—to achieve or maintain economic self-support to prevent, reduce, or eliminate dependency;

—to achieve or maintain self-sufficiency, including reduction or prevention of dependency;

—to prevent or remedy neglect, abuse, or exploitation of children and adults unable to protect their own interests;

—to prevent or reduce inappropriate institutional care by providing for community-based care; and

—to secure referrals for admission for institutional care when other forms of care are inappropriate.

Title XX is the largest program that provides Federal funds for child care under the Social Services Block Grant. Child care is one of the critical factors that impede single female heads of households from working, yet funds for child care have been cut 21% since 1981.

Safe and Livable Environment

(10) Community Development Block Grants

The Community Development Block Grant (CDBG) program assists communities in a variety of activities to promote neighborhood revitalization, improved and affordable housing, and community and economic development that benefits children and their families. Authorized under Title I of the Housing and Community Development Act of 1974, (P.L. 93-383), the program replaced seven categorical programs previously administered by the Department of Housing and Urban Development (HUD).

CDBG grants are awarded annually, on an entitlement basis, to central cities of metropolitan areas; to cities with populations of 50,000 or more; to urban counties; and the States for distribution to nonurban counties and communities with populations of less than 50,000. Seventy percent of the amount appropriated is allocated among entitlement communities and 30% goes to States for distribution to nonentitlement communities.

Community Development Block Grants have been an effective means of bringing together government and private-sector initiatives to help communities and their residents. Often, such projects would not have otherwise occurred were it not for the CDBG's incentives. The activities include: the acquisition and disposition of property; housing rehabilitation; historic preservation; energy conservation; public works construction and repairs; the construction of community, nongovernment facilities; public services such as those concerned with employment, crime prevention, child care, health, drug abuse, education and others; assistance to community-based organizations; open space acquisition; economic development; code enforcement; cost association with relocation of individuals and businesses; the removal of architectural barriers; and planning and urban design.

CDBG projects must address one of three national objectives: (l) primarily benefit low- and moderate-income persons; (2) aid in eliminating poverty and blight; and (3) meet urgent community needs. Studies have shown that the CDBG program has enabled development activities to occur in distressed areas that would otherwise not be improved. It also helps in the leveraging of private sector money for the expansion of the projects.

III. GOALS AND RECOMMENDATIONS

A. FEDERAL RESPONSIBILITY

One of the roles of the Federal Government is to intervene for the common good and guarantee that all available opportunities are accessible to everyone. The Federal Government must be committed to vigorous enforcement of this principle and provide equal protection under the law for all citizens. The Federal Government must remove barriers to participation and advancement, must enhance the productivity of society's most dependent and disadvantaged members, and continually renew its commitment to respond to changing contemporary problems.

Some programs address these Federal responsibilities, such as the cost-effective programs discussed in Part II. But, despite their successes, these and other programs have been able to meet only a fraction of the goals of a just and equal society, especially at their current funding levels. Much more needs to be done. Millions of children and their families across the country cannot escape poverty, receive a quality education, job training and experience, obtain nutritious food or secure shelter without Federal Government intervention.

The following goals and recommendations serve as a strategy for Federal action on behalf of children and their families during the 100th Congress. These recommendations are only the first step toward meeting the more long-term objective of guaranteeing all of America's children a quality education, opportunities for economic self-sufficiency, a healthy body, and a clean and livable environment.

B. GOALS AND RECOMMENDATIONS

1. A Right to a Quality Education

In order for citizens to operate and participate in a democracy, each must be educated and be able to independently make informed decisions. In order for America's children to be ready to assume their roles as citizens, they need a quality education. Unfortunately, many children are growing into adulthood unable to read, write, and communicate sufficiently to take care of themselves or their children. Unable to obtain satisfactory educational skills, they cannot move into productive endeavors. Instead, in increasing numbers, they often drop out of school and turn to welfare, dead-end jobs, or drugs, crime, sex, violence, and even suicide.

Education has a considerable impact on work performance, productivity, and employment. For an individual, the primary benefit of education is higher compensation and improved quality of life. For society, the benefits are profitable also. According to the Committee on Economic Development in *Investing In Our Children*, the

best current estimate of average rates of return on investments in schooling range from 7% to 11% after inflation, which makes education a very good personal and societal investment. The provision of a quality education provides more to the economy than it takes out.

EDUCATION GOALS

A. EQUAL ACCESS TO A QUALITY EDUCATION

What is a quality education? It is a structured academic program that begins at age three or four in preschool and continues through the twelfth-grade level and beyond. It enables children to achieve educational milestones: to read and comprehend what is read; to communicate clearly; to think critically and independently; to analyze issues; to formulate solutions; to search for answers to questions; and to make careful, thoughtful choices. It is a condition in which young people are challenged to perform at the highest academic levels, and requisite human and monetary resources are made available to achieve this end.

Schools should endow children with the necessary means to be literate, employable, socially informed, politically enfranchised, capable of participating in community life and of developing their own particular talents and interests. This is what being a functioning and productive citizen in a democratic society is all about.

The Federal Government has the responsibility to ensure equal access to a quality education to all children. Equality must be considered synonymous with quality. For those children who are the most vulnerable—those who live in poverty, those who are racial and ethnic minorities, those who are limited-English proficient speakers, those who are disabled, and those who are abused—the Federal Government must ensure more than just equal access. For these children, the Federal Government must supply compensatory and supplementary resources in order for them to achieve equal educational results.

Many of the most vulnerable children continue to receive a second-class education. Inequities in the educational system are far-reaching. It is not surprising that there is a growing and permanent underclass in American society.

Educational failure has reached epidemic proportions. Some schools lack adequate resources; perpetuate educational strategies that are narrow, restrictive, and fail to encourage educational achievement; fail to address the educational needs of different children in diverse ways; and have administrators and teachers who do not challenge or expect educational achievement from their students.

Education is primarily a State and local responsibility. However, Federal resources are necessary to bring about equal educational results. To date, these resources have come in the form of early childhood and compensatory education for disadvantaged children, effective bilingual instruction, special aid for the disabled, vocational education, child nutrition, and general aid for school districts.

GOAL:

Provide equal access to quality education to every child regardless of race, age, gender, national origin, religion, disability and geographic location.

RECOMMENDATIONS:

(1) Fully enforce the *Brown v. Board of Education* Supreme Court decision, and subsequent Federal court decisions, which struck down the separate-but-equal doctrine for educational opportunities and required segregated school districts to proceed with all deliberate speed to end racial segregation in public schools.

(2) Actively enforce all Federal laws that combat discriminatory practices in academic institutions that receive Federal support. Restore antidiscrimination enforcement powers that were curbed by the Supreme Court in the 1984 *Grove City* decision.

(3) Guarantee full funding of compensatory and supplementary educational costs that exceed the average per-pupil expenditures in a State.

(4) Increase the number of children receiving Chapter 1 educational services by one-fifth each year until all eligible children are served. At the present time, it is estimated that less than 40% of those children eligible for services receive them.

(5) Increase funding for Head Start so that the number of children receiving assistance is increased by 20% annually until all eligible recipients are served.

(6) Create a national child care and educational system for very young children, by increasing the level of funding to provide all eligible children with child care services under the Title XX Social Services Block Grant program.

(7) Encourage States to develop standards for educational services so that all children within the State receive quality services.

B. IMPROVING SCHOOL EFFECTIVENESS

Effective education depends on learning that occurs both at home and in the schools. The parent is the first and primary teacher and care-giver. Parents must assume more responsibility through their support and involvement in their children's growth, development, and academic progress while in school. Parents need encouragement and support in order to become active partners in the education of their children.

All children are educable regardless of background. Schools make a difference in the educational performance of every child. Where schools have developed more effective strategies for approaching education, student academic achievement has improved. The Federal role in education must include assistance to State and local education agencies to increase school effectiveness by developing strategies to improve student achievement, behavior, teaching, learning, and school management.

During early childhood and at the primary level, children learn the foundations for basic reading, writing, and math skills. If by the third grade a child falls behind in acquiring these skills, then, more than likely, his or her academic performance will worsen. As early as possible, educationally-disadvantaged children must be in-

volved in a preschool education program, and compensatory education services should be started at the primary level.

As mentioned earlier, effective schools have common characteristics that differentiate them from ineffective schools:

(1) strong administrative leadership;

(2) high expectations that no child will fall below minimum levels of achievement;

(3) an orderly and safe school atmosphere conducive to learning and teaching;

(4) a commitment that the acquisition of basic and higher order skills by students will take precedence over all other school activities; and

(5) frequent and consistent monitoring and evaluation of student progress.

The principal serves as an instructional leader, observes his or her teachers regularly and provides them with constructive criticism. The effective principal concentrates on the school's academic mission, rather than managerial problems. The principal is the school motivator. He or she sets the standard of expectation.

Teachers and other school personnel must also enact this philosophy. Incentives and accountability must be built into the learning process.

Children need to feel safe, particularly within the confines of the school. An effective school needs an environment that is safe from harm, free from distractions, and provides order through the implementation of rules of conduct and high levels of expectations for the children and school personnel.

Both school personnel and children must have a sense of direction and a clearly defined school mission that is understood by all. The emphasis should be on instruction and the mission must be evident in the goals of the school, in the atmosphere that it creates, and in the way it utilizes its resources. In the development and implementation of the school's mission, the school must develop formal lists of grade-level skills and objectives that all students must achieve. Every school's mission must require that students demonstrate minimum academic mastery at every level.

Finally, it is essential that the school monitor student progress at regular intervals. Not only should students be monitored through regular standardized testing, but also through informal testing and careful observation of attendance, suspension and expulsion rates, dropout rates, and other measures of individual student progress. Such monitoring should enable the school to reevaluate its strategies for teaching and the curriculum it offers.

GOAL:

Improve the academic performance of all children enrolled in the public school system and improve the effectiveness of school management by instituting the effective schools principles in schools in every State. By 1990, every local school district should have an effective school program in operation.

RECOMMENDATIONS:

(1) Implement the Effective Schools and Even Start Act which would create Federal matching grants for States to use in implementing effective schools efforts.

(2) Require parent involvement in all preschool, primary, and secondary education legislation.

(3) Disseminate information and promote the adoption of the Effective Schools model.

C. LITERACY

It has been estimated that as many as 60 million Americans may not be able to effectively read or write. Many of these individuals cannot understand want ads in order to apply for a job or fill out a job application. Illiterate parents cannot read to their children or help them with their homework.

From an economic standpoint, a large portion of the American labor pool is made up of people with marginal skills who are poorly prepared for the current, highly technical job market. There are increasingly higher rates of unemployment, an increase in welfare benefits, less personal income per person, and a smaller tax base. Illiteracy is also likely to lead to rising crime, a lower standard of living, more substance abuse, and more social instability. A large portion of the population will lack important decision-making skills that will severely affect the future of this country.

The private sector is growing increasingly concerned about the problems of illiteracy. Employers are seeing more applicants who lack the basic requirements to succeed in the workplace. Such potential applicants often lack reading, writing, and math skills and positive attitudes and appropriate behavior towards work.

GOAL:

Reduce the number of illiterate persons over the age of 16 years by 10% annually.

RECOMMENDATIONS:

(1) Increase funding for the Adult Education Act by a minimum of 100%.

(2) Increase the number of children receiving Chapter 1 educational services by one-fifth of the targeted population each year until all eligible children are served.

(3) Implement the Effective Schools and Even Start Act. It addresses the problem of illiteracy by combining adult education for parents with early childhood education for their children. Parents receive instruction in basic skills and will be assisted in becoming part of their children's education.

D. COMPREHENSIVE CHILD CARE SYSTEM

In 1970, 32.3% of all women with children under the age of six years worked. By 1985, the figure increased to 52.1%. In black families, 69% of married women with children under the age of six years are in the labor force. Affordable quality child care is essential, particularly to low-income families.

63-898 O - 86 - 2

The National Black Child Development Institute (NBCDI), among others, supports a national child care policy that addresses the total developmental needs of the child. Such programs must: (1) recognize stages of growth and development in children; (2) provide stimulating experiences designed to facilitate cognitive, social, physical, cultural, and emotional development; (3) attend to the health and nutrition needs of children; and (4) promote nurturing and supportive emotional responses to children.

A national child care program should: (1) increase public and private support for child care services; (2) facilitate the provision of child care in diverse facilities, such as churches, family day care homes, center-based programs, and before- and after-school care; (3) provide health and nutritional services; (4) require strong parental involvement in the planning, monitoring, and evaluation of programs and in the provision of services; (5) provide for services for infants, preschool and school-aged children with special attention to children who are victims of abuse and neglect, children of teenage parents, and disabled children; (6) coordinate all Federal programs that support child care services; (7) require that child care providers participate in training programs that lead to standardized credentialing, such as the Child Development Associate National Credentialing Program (CDA); and (8) promote the development and enforcement of State and local licensing standards to ensure the health and safety of participating children.

A national program should provide referral information, alternative payment programs, tax credits for parents, tax incentives for employers, flexible and affordable costs, and standards for the delivery of care. The private and public sector, and charitable and profitable agencies all must work together.

Child care services are diverse and includes child care centers, day care homes, religious facilities, public schools, child development centers, child care and parent training centers for teen mothers in high schools, alternative payment programs, and individual care, to name a few. Such diversity is healthy because it provides families with options to select child care services that are appropriate to their needs. However, parents have difficulty finding the services that they need since information about available child care options is not readily available.

Prior to 1981, Title XX of the Social Security Act was one of the primary sources of Federal funding for subsidized child care. Under the Omnibus Budget Reconciliation Act of 1981, Title XX was consolidated with other programs into the Social Services Block Grant and its funding reduced by 21%. Additionally, this legislation eliminated the State requirement for set-aside funding for child care, income guidelines for eligibility, State matching requirements, and reduced State reporting requirements.

Another important Federal program that supports child care services is the Child Care Food Program funded under the Child Nutrition Act. It defrays the costs of meals provided to children while they are being cared for in child care centers and family day care homes. Under the Reconciliation Act of 1981, the number of meals and snacks subsidized fell from 547 million in 1981 to 495.5 million in 1982.

Cuts in compensation for child care costs were also affected in 1981 for families who have working members under the Aid to Families with Dependent Children (AFDC) program. Prior to 1981, working AFDC families had no limitations on reasonable child care expenses. The 1981 cuts limited deductions to only $160 a month per child or $1,920 a year. On the average, the majority of parents spend approximately $3,000 a year per child for child care. Such cuts made it virtually impossible for low-income families to afford quality child care.

Many families are finding it difficult to sustain themselves when a child is born and one or both parents must be away from their jobs for more than a few days to care for the child. Many employers do not have parental leave policies and employees with new born children or sick children are often confronted with the possibility of losing their source of income.

During the 99th Congress, activity was initiated on a national policy of parental leave and child-care. Among the world's industrialized nations, the United States alone does not have a national parental leave policy. The Family and Medical Leave Act would entitle employees to receive parental leave upon birth, adoption, or serious health condition of a child or dependent parent while maintaining seniority benefits.

GOAL:

Establish a national policy on child care that provides accessible services to all parents at an affordable cost.

RECOMMENDATIONS:

(1) Enact the Family and Medical Leave Act by 1987.

(2) Increase funding of Title XX Social Services Block Grant provisions for child care.

(3) Increase funding of Child Care Food Program.

(4) Expand the information and referral activities of the State Grants for Dependent Care program. Also, implement a program of demonstation activities for preschool and early childhood education targeting low-income children, and a program of school-based comprehensive centers with child care for teen parents.

(5) Enact legislation that provides standards for training, planning, and development of child care services and credentialing by 1990.

(6) Increase funding for Head Start so that the number of children receiving assistance annually is increased by 20% until all eligible recipients are served.

(7) Enact legislation that provides tax incentives to employers who make provisions for child care for employees.

E. IMPROVED TEACHER EDUCATION AND TRAINING

American schools can be no better than the teachers who staff them. The key to educational success of children lies in creating a cadre of professional and well-educated teachers prepared to assume new responsibilities to restructure the American public education system.

In the past two decades, the teaching profession has come under increased scrutiny. The SAT scores of college students who have identified teaching as their prospective profession have dropped significantly. Teachers are among the lowest paid professionals. The purchasing power of the average teacher's paycheck has declined by 15% since 1973. The most capable teachers have been the first to leave the profession, and the public's perception of the teaching field has fallen significantly.

By the year 2000, the school age population is expected to increase by 10–12%, with one out of every three students likely to be non-white. In contrast, projections indicate that in 1987 American schools will need 171,000 new teachers. By 1992, the demand for new teachers is expected to reach approximately 215,000 annually. The demand for minority teachers is even more pressing.

Although the situation appears to be rapidly reaching critical proportions, it also presents an extraordinary opportunity to improve the quality of teaching by enhancing and strengthening the professional roles of teachers; maximizing their abilities and opportunities to exercise judgment and make decisions, and restructuring and improving their working conditions. In order to achieve these goals, we must strengthen the teaching profession by attracting the best people and provide the best conditions, motivations, and incentives that will retain and support them.

In order to restructure and reform the teaching profession, several issues must be addressed: (1) increasing teacher compensation and training; (2) improving working conditions; (3) decentralizing school management; (4) developing more rigorous teacher education standards; and (5) redefining teacher responsibilities. These issues must be addressed primarily by State and local education agencies; local administrative and school personnel; colleges and universities that train education majors; parents and local communities; and teachers and teacher organizations.

State and local governments have the primary responsibility for funding education. However, the Federal Government has a role to ensure equity and quality in the public education of children by providing financial support to State and local education agencies for teacher education and training and by developing analytical research to examine and track the restructuring of teacher education and training.

GOAL:

Provide financial support and technical assistance to State and local education agencies and additional funds to institutions of higher education for teacher education and training, and develop research that examines changes in teacher education and training.

RECOMMENDATIONS:

(1) Fund a program of research and demonstration that collects and analyzes longitudinal data on teacher education and training.

(2) Provide additional funds and technical assistance to State and local education agencies and additional funds to institutions of higher education for teacher training in specialized areas, such as math, science, and language arts under the Education for Economic Security Act (P.L. 98-377).

(3) Provide incentives to encourage close working partnerships between predominately black colleges and universities and the public schools for curriculum development, staff development, and serving as role models for students and faculty.

(4) Explore ways to encourage more students to enter the teaching profession.

F. ENSURING THE EDUCATIONAL RIGHTS OF CHILDREN WITH SPECIAL NEEDS

Every child is unique. Each has his or her own special educational strengths and weaknesses and should have an educational plan that specifically addresses these needs. There are also groups of children in the American public school system that need special assistance: disabled children; children who are limited-English proficient speakers; minority children who are educationally disadvantaged; and abused and neglected children. The Federal Government has a responsibility to ensure that educationally vulnerable children receive services.

(1) DISABLED CHILDREN

The Education of All Handicapped Children Act of 1975 (P.L. 94-142), is regarded as a landmark in the establishment of educational equality for school-age children in the United States who have mental and/or physical disabilities. It places major responsibility on State governments to ensure educational equality for all disabled children in the least restrictive environment.

More than 4 million disabled children, ranging from the learning disabled to the profoundly mentally retarded receive special education and related services in elementary and secondary schools under P.L. 94-142. The law requires that States adopt a policy that all handicapped children have a right to a free and appropriate education, whenever possible, with non-handicapped peers. Each handicapped child is required to have an individualized education program (IEP) that describes his or her special education curriculum and any related services that are necessary. As a final recourse, the law authorizes aggrieved parties to sue in State or Federal court.

GOAL:

Provide full funding for special education and related services for disabled children and enact legislation that improves access to special education to individuals from birth through the age of 21 years.

RECOMMENDATIONS:

(1) Increase funding of the Education of All Handicapped Children Act by 10% annually until full funding is achieved.

(2) Implement legislation that provides funds for early educational intervention for infants and children from birth through the age of five years.

(3) Implement legislation that provides additional program support for disabled youths in the transition from school to other services and work.

(4) Implement multidisciplinary training demonstration grants for special education personnel to ensure that qualified personnel are available to provide services.

(5) Encourage States to take steps to ensure that special education personnel meet appropriate professional requirements in the State.

(6) Encourage the use of new technology, media, and materials in the education of disabled children.

(2) CHILDREN WHO ARE LIMITED-ENGLISH PROFICIENT SPEAKERS

Due to the increase in numbers of immigrant children in the 1960's and their difficulties in learning English as a second language, it became necessary to assist them with the English language and adaptation to the American education system with the passage of Title VII of P.L. 90-247, the Bilingual Education Act of 1968.

Almost from the moment of passage, this legislation evoked controversy regarding the approach that the program should assume. The controversy revolves around whether the program takes a transitional bilingual education approach that employs instruction in the child's native language initially and gradually increases the use of English; or the total immersion approach that requires that children learn subject matter in English from the start.

Many of today's immigrants are poor, uneducated, and often are not proficient in their native languages. The number of these immigrants has increased in the American public school system and the need for bilingual education has become more critical. Without it, many will become burdens to society on the welfare and unemployment rolls, and need other Federal support, instead of becoming productive citizens. It is in the best interest of these children and the American society in general to support bilingual education. The program now only serves less than 10% of the approximately 3.6 million eligible recipients who need assistance.

GOAL:

Provide funding for bilingual education that emphasizes academic achievement and English proficiency; encourage the recruitment and training of teachers of English as a second language; and monitor the methodological effectiveness of the program through longitudinal research.

RECOMMENDATIONS:

(1) Increase funding for bilingual education by at least 10% annually until all eligible recipients are served.

(2) Enact legislation that provides funding for the recruitment and training of teachers of English as a second language, as well as native language instruction.

(3) Develop objective longitudinal research that documents the effectiveness of different methodological approaches to teaching the limited English proficient speaker.

(4) Provide sufficient funds to develop and distribute instructional materials for the newer-arriving immigrant groups, as well as Native Americans.

(3) MINORITY CHILDREN

Fundamental to educational achievement is the accomplishment of advanced language, science, and mathematic skills. Without these skills, children are not adequately prepared to function in American society. Decreased emphasis on the achievement of these basics has often been the plight of minority children. Minorities have been underrepresented, particularly in the fields of science and mathematics. The American education system has traditionally provided poorer training and less motivation to minority students.

Minorities have been subjected to factors that have accelerated their attrition out of the public school system.

(1) Tracking—typically, minority students are directed into vocational and general programs instead of college preparatory. Once in a track, a student is rarely able to change.

(2) Misuse of Standardized Testing—standardized tests are often used to place students into certain "ability" groups, such as special education, that have not been shown to benefit the student's academic achievement.

(3) Implementation of Graduation Standards—competency standards and tests are often enforced in schools where there may not be a phase-in period; there is no documented correlation between prerequisite course content and test content and there are unresolved questions related to test validity and possible cultural bias.

(4) Career Counseling—that perpetuates and reflects racial bias.

(5) Application of Tests as Barriers—that prevent minority students from entry into specialized school programs.

Other inequities that are found in the public school system include:

—Uneven distribution of funds and resource materials, especially computers and software, among schools in a given school district;

—Lack of minority representation on school policy-making and advisory boards;

—Poorly prepared teachers and the shortage of qualified teachers in all subject matters;

—Disproportionate racial mix of teachers, when the school may have a predominately minority enrollment; and

—Absence of a curriculum that is responsive to the cultural backgrounds of the students enrolled in the school.

Language arts skills, particularly verbal communication, is an area where many black students are particularly lacking. Much has been made of the existence of "Black English" or "Ebonics", a language used by many blacks, particularly in low-income groups, that is a composition of English, African, and patois languages and which has a very definite linguistic structure. Some have even proposed to formally utilize this language in schools as a type of "first language", in which black children would be taught standardized English as a second language. The Select Committee on Education

of Black Youth, chaired by Dr. Alvin Poussaint from the Harvard Medical School, has proposed to address this issue.

Lack of parental involvement is also an issue in the education of minority children. Minority parents from low-income families are not encouraged to be active in educational activities of their children. If the parents are not involved, there is no one else to monitor the school's program in response to the needs of the children. Conflict often arises between school standards and the culture of the minority child's family. Some teachers have the tendency to abdicate their responsibility based on the thinking that if the child's family is disadvantaged, the family does not care what happens to the children in school.

GOAL:

Commit resources to assure academic achievement and equal educational results of minority children in the areas of language arts, science, mathematics.

RECOMMENDATIONS:

(1) Increase support for specialized training programs in science, mathematics, and language arts for minority college students who indicate one or more of these areas as potential career choices.

(2) Increase support for special programs in colleges and universities for minority high school students in language arts, science, and math.

(3) Develop research and demonstration projects that examine the progress of minority children in language arts, sciences, and mathematics.

(4) Encourage State and local education agencies to concentrate emphasis on multiethnic and multicultural education in all subject areas. Multiethnic education should be mandated by school board policy and should accentuate positive self-concept and analytical thinking.

(5) Encourage State and local education agencies to require that textbook publishers utilize black and other minority writers in the conceptualization and writing of textbooks and instructional materials. School Boards should establish this as a matter of policy.

(6) Encourage State and local education agencies to assure that all media materials purchased be multiethnic and multicultural. School Boards should establish and implement this policy.

(7) Encourage State and local education agencies to develop strategies to maximize and sustain minority students in academic and gifted programs. Black students are seriously under-represented in advanced academic, gifted, and technical programs.

(8) Encourage State and local education agencies to include alternative learning routes in the curriculum. These routes should cover not only some traditional academic areas but also areas that help the minority child, in particular, to cope with basic educational and community problems. Special emphasis should be given to the communication process, and computer technology, and within these areas, reading, writing, problem-solving, and critical thinking should be stressed because of their significance to educational achievement and employment.

(9) Enact legislation that establishes a commission to investigate the disproportionate placement of black students in special education classes or non-college preparatory classes.

(4) ABUSED AND NEGLECTED CHILDREN

In 1984, an estimated 1.7 million children were reported abused and neglected. Reports of sexual abuse and severe physical abuse have increased to alarmingly high rates. The average age of these children is seven years. Sixty-seven percent are white, while 37% live in female-headed, single-parent families. As a consequence, the demands on child welfare services have escalated.

According to David A. Hamburg's "President's Report" in the *1985 Annual Report of the Carnegie Corporation of New York* there are certain factors that appear to be consistently important in the occurrence of child maltreatment:

(1) High levels of stress among parents and guardians, including stress related to unemployment are common.

(2) Many abusive parents were abused themselves as children and they tend to respond maximally to their children's negative behavior and minimally to the positive.

(3) Social isolation and a general tendency toward aggression are associated with abuse. Often these parents feel isolated from their extended families, communities, and society in general, so that they take out their frustrations on their children.

(4) Children who have special needs, such as those with disabilities, premature infants, and chronically ill children are frequently the targets for abuse.

Although the abuse or neglect may or may not have physical signs, the real, long-term damage is more social and emotional in nature. Mistreated and neglected children are more likely to have less secure feelings of attachment to their care-giver; tend to be less cognitively mature; tend to be fearful about developing relationships with other adults; and are less likely to explore and master their environments. Violence and aggressive behavior are typically their response.

Funding is critical. The need for services has surpassed the available funds. One of the major Federal programs for child protective services, Title XX Social Services Block Grant, which includes foster care, adoption assistance, child welfare services, child welfare research and demonstration, and child welfare training, has dropped $200 million below its 1981 funding level. The requirement that States match funds has also been dropped.

Two other programs that are State initiatives that may benefit significantly from increased Federal funding are the Emergency Cash Fund for Child Protective Services and the Family Reunification Benefits Program.

The Emergency Cash Fund for Child Protective Services, implemented by New Jersey in 1979, provides families with funds to help them resolve emergency situations such as food shortages and rent and utility problems. The program serves as a preventive effort to ward off immediate harm to children, to prevent children being taken from the home and placed elsewhere, and to improve the family's relationship with social services personnel. An evaluation

of the program in 1980 indicated that the program had positive effects in helping families overcome crises. Eighty percent of the caseworkers reported that the problem that had elicited the need for this type of assistance had not reoccurred within the following year. Sixty-nine percent of the workers had reported the family situation had improved or had helped to keep the family intact.

Massachusetts implemented the Family Reunification Benefits Program recently. This program provides support on a one-time-only basis to Aid To Families With Dependent Children (AFDC) whose children are in foster care. Cash benefits are provided to AFDC-eligible families whose children are expected to be in foster care for six months or less. This program has not been evaluated yet.

Since 1980, the Adoption Assistance and Child Welfare Act (P.L. 96-272) has also been underfunded. In contrast, such States as Oregon, Wisconsin, Vermont, and California have reported an increase in child abuse and neglect referrals. This act was designed to: provide assistance to families in an effort to keep them together; to place children already in State care in a permanent family situation; and to improve the quality of life for children in foster care. This Act helps to prevent family dissolution through preventive and respite services and keeps families from abusing their children. Additional funding is critical to relieve an already stressed system.

GOAL:

Prevent family violence and child abuse and strengthen the standards and support of adoption assistance and foster care.

RECOMMENDATIONS:

(1) Increase national efforts to achieve full employment to eliminate the primary stress factors that precipitate child abuse and neglect.

(2) Increase funding for Title XX Social Services Block Grant for protective services.

(3) Provide additional support for development of research and demonstration, evaluation and dissemination efforts for methodologies and strategies that prevent and intervene in family situations that are harmful to children.

(4) Require improved standards for foster care and adoption assistance.

(5) Increase funds for preventive and respite services under the Adoption Assistance and Child Welfare Act of 1980.

2. A Right to Opportunities for Economic Self-Sufficiency

A. FULL EMPLOYMENT

The opportunity to work at fair rates of pay is key to leading a normal life in society. Working is an essential element in a person's life. People are defined by the work they do. The question "Who are you?" implies what you do for a living. Work contributes to an individual's sense of self-worth and greatly reduces the potential for isolation, loneliness and alienation.

Work provides for the ability to pay for the basic necessities of food, housing, clothing, health care and transportation for oneself and one's family. A person's employment status is the primary determinant of his or her stability and in the case of families, can enormously affect the daily living standards of children and other dependents. Simply put, a decent job can make the difference between living in or out of poverty.

Since the Great Depression, Congress has recognized that unemployment in this country is a major problem that contributes to recurring recessions in the American economy. Unemployment is the primary cause of the loss of job security, income, skill development and productivity among American workers. It deprives business and industry of production sales and capital flow. It increases government budget deficits due to a shortfall of tax revenues and increases the cost of unemployment compensation, public assistance, and services related to criminal justice, alcoholism and drug abuse, and physical and mental health.

Unemployment exposes families to economic, social, psychological, and physiological costs that result in the disruption and disintegration of the family as a unit. Joblessness causes the loss of individual dignity and self-respect.

The 79th Congress enacted the Employment Act of 1946 (P.L. 79-304) in order to establish a national policy on employment, production, and purchasing power. Under this law, the Federal Government was required to promote useful employment opportunities at fair rates of compensation for individuals who were willing and able to work. Although Congress declared maximum employment as a national goal, the 1946 Act did not establish specific or quantifiable goals.

To remedy this situation, Congress passed the Full Employment and Balanced Growth Act in 1978 (P.L. 95-523). This law established interim goals for the reduction of unemployment and specified certain actions to address the problem of youth unemployment and other labor force and sectoral problems.

The law required the Federal Government to reduce the rate of unemployment to not more than 4% for people 16 years and older, within five years. Eight years later, the law has been undermined and its implementation ignored.

In addition, it has been almost six years since an estimated 6 million minimum wage workers received a wage increase. Since 1981, there has been at least a 25% inflationary erosion of the real value of the minimum wage. A worker earning the current $3.35 per hour has an annual income of only $6,964, far below the poverty level for a worker with dependents.

In order to ensure workers a decent wage and to improve the economy, it is necessary to immediately pursue programs and economic policies centered upon the concept of full employment and balanced growth. The four basic rights of children discussed throughout this report can most readily be addressed if this comprehensive approach is followed. The following actions are recommended to bring this country closer to a full employment economy, and thus making possible an opportunity for economic self-sufficiency for all children and families.

GOAL:

Implement the Full Employment and Balanced Growth Act of 1978 by establishing a mechanism for executing a national employment policy and system, and target supplementary programs to fully utilize all human and other resources.

RECOMMENDATIONS:

(1) Implement a system of Federal, State and local employment boards. The boards should have broad representation, including business, labor, government and citizen participation. The purpose of the boards would be to evaluate the employment impact of Federal, State and local programs and policies. They would formulate and recommend to Congress, the State legislatures, and local governments, policies to carry out the requirements of the Full Employment and Balanced Growth Act.

Efforts should include:

—Creation or maintenance of employment;
—Advance planning of employment activities;
—Job information sharing, placement, guidance, and training;
—Advance warning of plant closings or slowdowns;
—Regional job development;
—Expanded unemployment insurance;
—Specific policies aimed at reducing the disparities in unemployment rates of minorities, youth, and women; and
—A national computerized jobs bank.

(2) Establish a Federal stand-by job creation program so that jobs can be made available without unnecessary start-up delays.

Legislation similar to the Community Renewal Employment Act, passed by the House of Representatives in the 98th Congress, but never enacted into law, should be reintroduced and enacted. In the past, one of the complaints about Federal job creation initiatives has centered around the long start-up time. Critics indicated that by the time the jobs became available, there was no need for them. This legislation would help the government prepare for economic downturns, and would enable quick action when jobs programs were deemed necessary.

(3) Enact legislation to increase the minimum wage.

(4) Establish a comprehensive inventory of all jobs and training programs of the Federal Government, the implementing agencies, and the groups and/or areas they are designed to help. This would be a first step in improving the coordination of employment policy. The Secretary of Labor should compile and disseminate the inventory.

(5) Strengthen the Federal Government's overall economic decision-making process by mandating the Federal Reserve Board (FED) to participate in goal setting for reducing unemployment and maintaining price stability. In its semiannual reports to Congress, the FED should clearly and concisely spell out how the goals are to be reached.

(6) Expand the Federal Reserve Board's Open Market Committee membership to include representatives from outside the banking

community: such as small business, labor, and consumer participation.

B. WELFARE TO WORK

At the heart of today's social policy debate is whether government should provide assistance to needy individuals at the risk of creating dependence on Federal support. In reality, many individuals who receive Federal assistance have no other economic means of survival, and, without governmental assistance, would not be able to make ends meet in their day-to-day efforts to survive.

While it is reasonable to expect all individuals to seek employment, there is a threshold at which those with extenuating circumstances that prevent them from being employed, can expect to receive some level of aid. This country, even in its present posture of fiscal austerity, cannot allow citizens to be forgotten and permitted to live in poverty and deprivation.

Government must move further to provide aid to those in need based on reasonable eligibility requirements, through such programs as Aid to Families With Dependent Children (AFDC). In instances where AFDC recipients are able-bodied, they should be encouraged to chose a life of self-sufficiency and personal independence. Program recipients should not be penalized by the system if viable and productive employment opportunities are not readily available.

While the average duration on welfare is less than two years, for a significant number of recipients, welfare is a long-term condition from which there is little hope or opportunity of escape. Seventeen percent of AFDC mothers draw benefits for at least eight years. This group comprises one-half of the caseload at any one time and accounts for over one-half of the program costs. For these individuals, inadequate education, lack of training and lack of work experience constitute major barriers to obtaining productive employment. Nearly one-fourth of AFDC mothers have never been employed, and most of those who have been previously employed worked in occupations offering little skill training. Unlike those welfare recipients for whom dependence is a short-term condition, these individuals need intensive assistance and support to achieve lasting self-sufficiency.

GOAL:

Enact the Fair Work Opportunities for Family Self-Sufficiency Act and strengthen education, training, and work opportunities to enable welfare recipients to obtain unsubsidized employment with income sufficient to stay off welfare.

RECOMMENDATIONS:

(1) Revise the Work Incentive Program authorized under Title IV-C of the Social Security Act to strengthen work-related programs for welfare recipients at the State level and to incorporate the findings of the Work Incentive Program (WIN) demonstrations carried out since 1981.

(2) Establish single-agency administration with the Department of Labor overseeing State-operated work and training programs at

the Federal level, while permitting Governors to designate either the State employment service or the welfare agency as the administering agency at the State level.

(3) Require States to establish comprehensive services for welfare recipients required to register under Title IV-A of the Social Security Act.

(4) Establish performance standards as a basis for assessing the outcome of activities funded under the welfare reform bill.

(5) Repeal the punitive one-for-one reduction in benefits for income earned so that welfare mothers can keep more of their earnings before losing benefits—until their earnings disqualify them for further assistance.

(6) Establish uniform national standards for AFDC that would include welfare benefits to poor intact families with fathers in the home that encourages family stability, and provide a nationwide minimum AFDC benefit that, combined with food stamps, would be equal to 90% of the poverty-level income for a family of four.

(7) Require states to augment the costs of child support enforcement services by adopting statutes that require the allocation of all or a percentage of Federal incentive payments to the State IV-D program authorized under the Social Services Amendments of 1974. Child support demonstration projects funded by the Federal Government, should be authorized to experiment with different approaches for establishing paternity.

(8) Encourage philanthropic foundations to establish a private, nonprofit consumer organization responsible for (a) monitoring IV-D activities, (b) advocating and protecting the civil liberties of parents and children, (c) providing technical assistance to research and demonstration projects, and (d) periodically convening conferences or seminars to foster greater understanding of the diverse views of men and women interested in the child support issue.

C. YOUTH EMPLOYMENT

All children should have access to opportunities for a job when they reach adulthood. Yet the opportunities available to low-income youth are far fewer than those available to their middle- or upper-income counterparts. These individuals are most at risk of becoming dependent on public assistance, because they were born into economically disadvantaged families.

In a competitive economy, academic credentials, along with work experience and skills, are essential to achieving self-sufficiency through employment. However, the dropout rate among low-income teenagers, especially among minority youth, is high. These youth find themselves out of school and lacking the skills or the diploma to obtain a job. Yet, once they leave school, many are reluctant to return for the same reasons that caused them to drop out in the first place. Support to stay in school and alternative education and skill training programs are critical for these individuals to become self-sufficient.

Similarly, many low-income youth complete high school but still lack the necessary skills and training to find decent employment. Others need help in making the transition from school to work.

They need assistance in job-hunting, resume-writing, and learning good work habits and conduct.

The Job Training Partnership Act (JTPA) (P.L. 97-300) authorizes a variety of services, including activities designed to prevent youth from dropping out of school or to obtain their high school equivalency diploma, to provide skill training and any other assistance necessary to enable low-income youth to participate in the labor market. However, JTPA reaches less than 4% of the eligible population who need its services and only a few of the school drop-outs. Performance standards under JTPA have acted as a disincentive to employ youth, especially drop-outs who are not job-ready nor easily assisted with training and placement.

Programs such as the Job Corps and the Summer Youth Employment and Training Program are designed to break the cycle of unemployment and poverty into which many youth are born. These programs attempt to give disadvantaged youth the extra help they need to compete successfully in the private and public labor markets. Despite the successes of this effort, youth unemployment in September, 1986 was 18.7%. The rate for black teens was 38.3% and despite a decline in the youth population of 11.5% between 1979 and 1984, the long-term view of youth employment is equally dismal.

While many middle-income youth get early exposure to the world of work through summer or part-time jobs obtained through their parents or contacts of their parents, similar opportunities are rarely available to teenagers whose parents are unemployed or receiving welfare. The Federal summer youth program may be the only chance for many of these youth to earn money and gain valuable work experience while still in high school. Summer jobs often are taken for granted by middle-income youth, yet they are an important opportunity for poor teenagers whose summers might otherwise be spent on the streets.

Some teenagers come from disadvantaged backgrounds where their only chance for economic self-sufficiency requires intensive assistance away from the home environment. The Job Corps is designed for these individuals who are not only low-income, but whose home lives are so disruptive that traditional job training programs cannot be effective. Job Corps operates through residential centers, where disadvantaged teenagers can learn job skills, obtain their high school equivalency diploma, and live in an environment where work and economic independence are highly valued.

The employment picture for black youth between the ages of 16 to 25 years has been deteriorating since the 1950's. On an average, black youth have lower levels of educational credentials than white youth upon entry into the labor market. However, a deeper examination of the statistics—recognizing or acknowledging the potential inadequacies of available measures and their failure to adjust for quality, ability and other such factors—reveals that black youth have substantially worse employment rates than white youth with similar characteristics.

In order to end the labor market problems of black youth, labor, government, business and the education system must understand that the real problem of black youth employment in the economy is

not entirely due to the deficiences of black youth, but the failures of the economic system.

In the black community, the relationship of large numbers of unemployed youth to other social and human resource problems suggests a broader context for viewing the magnitude of unemployment. Poverty, crime, drug abuse, homelessness, poor health and nutrition, family break-up and social unrest are all contributors to and outgrowths of unemployment problems. These conditions of unemployment call for a sustained partnership which includes government, business, and local community groups.

GOAL:

Reduce overall youth unemployment by 3% each year and minority youth unemployment by 10% each year through a coordinated government, business, labor, and community effort.

RECOMMENDATIONS:

(1) Establish Federal-private sector partnerships to plan strategically and encourage major responsibility for the training and retraining of workers at all levels—from entry to management—and develop new approaches to maintain the productivity and commitment of the workforce.

(2) Increase funding for summer youth employment programs each year so that low-income youth have the opportunity to gain work experience with remedial education specifically included.

(3) Increase Federal support for cooperative education programs, integrating part-time work experience into related academic curricula.

(4) Implement the Drop Out Prevention and Reentry Act, designed to encourage youth to stay in school and attract dropouts back into the educational system.

(5) Fully fund Title II-A of JTPA for basic skills training in order to serve all of the eligible population.

(6) Enact the Youth Incentive Employment Act which builds upon the successful elements of the Youth Incentive Entitlement Pilot Projects, and combines employment with encouraging the completion of high school, providing training opportunities and the development of responsible, productive attitudes towards work.

3. A Right to a Healthy Body

A. NUTRITION

When families live in poverty, they often must go without proper food and nutrition. In 1985, a physician's task force from the Harvard University School of Public Health issued a report entitled, *Hunger in America, the Growing Epidemic*. The report cited cuts in the child nutrition programs as one of the major failures of government leading to their judgment ". . . that the problem of hunger in the United States is now more widespread and serious than at any time in the last ten to fifteen years . . . ." Research studies have also cited that millions of Americans, especially children, experience hunger at least sometime each month.

In order for a child to have the opportunity to learn, grow, and experience life to his or her fullest potential, that child must have an adequate and properly balanced diet. If a child is hungry, poorly nourished, and ill, he or she has little motivation to achieve in school or little substance on which to grow and develop.

Good nutrition really begins before birth. Pregnant women must have adequate and nutritionally balanced diets in order to nurture healthy, well-developed babies.

To ensure that all of our nation's children are nutritiously and adequately fed, the following goal should be met in order to protect every child's right to a healthy body.

GOAL:

Increase the number of eligible women and children served by Special Supplemental Food Program for Women, Infants, and Children (WIC) each year by 10% and increase other nutrition programs until all eligible persons are served.

RECOMMENDATIONS:

(1) Implement the School Lunch and Child Nutrition Amendments, which reauthorize five expiring child nutrition programs, improve the breakfast program and expand WIC.

(2) Increase funding of WIC through the appropriations process each year until necessary services are provided to all of the eligible WIC population.

(3) Enact legislation making WIC an entitlement program, which would assure universal coverage.

(4) Enact legislation that provides a universal school feeding program to all students, regardless of income.

(5) Eliminate the mandated documentation/verification process from the school lunch program. This process makes children aware of whether or not they are considered poor. Although schools make monumental efforts to assure that no distinctions are made, poor children frequently do not participate in the program if there is the possibility that others will know they have received free lunches.

(6) Enact legislation to establish a Food and Nutrition Research Institute which will determine how food programs can be operated more efficiently and cost-effectively.

(7) Enact legislation that establishes training programs for school food service administrators in order to insure more effectively run and cost-efficient programs at the local level.

B. EQUAL ACCESS TO COMPREHENSIVE HEALTH CARE

Of all the factors that significantly affect a person's ability to lead a successful and productive life, a person's health probably plays the most pivotal role. Health care programs which provide equal access to medical care for families who cannot otherwise afford it, save far more money in the long run by reducing medical costs associated with sickness and disease.

Health care in the United States remains a privilege instead of a right, and quality care is often available only to those who can pay

for it. For families who cannot, the alternatives are limited care, or going without needed medical attention.

Children are more likely to be uninsured. One in three poor children either is insured for only a portion of a year or not at all. At least 9 million American children have no known regular source of health care and 18 million have never seen a dentist. Less than half of all preschool children are immunized against diseases with known preventions.

GOAL:

Promote equal access to quality and comprehensive health care to all children and their families.

RECOMMENDATIONS:

(1) Provide additional funding for the Maternal and Child Health Services Block Grant (Title V, Social Security Act), to increase the availability of maternal and child health services, including prenatal care, well-baby care, genetic screening services, and services for children with special health care needs.

(2) Enact legislation to expand the State's authority to offer Medicaid health services to infants up to age five whose family income is below the Federal poverty line.

(3) Enact legislation that establishes a comprehensive primary health care program for low-income children, ages five through 18 and extend States' Medicaid coverage for pregnant women and children through 18 years.

(4) Reauthorize and increase the funding of the community health centers and migrant health centers program to assist comprehensive health clinics to deliver high quality care that can reduce hospitalization rates.

(5) Increase funding for the Federal immunization program until all low-income children are receiving their appropriate vaccinations and immunizations.

(6) Enact legislation to increase the availability of home and community-based services for technology-dependent, chronically ill children and disabled children.

(7) Provide equal access to rehabilitation services for disabled children. Provisions should be made for locating medical, surgical, corrective and other affordable, quality services for children with developmental handicapping conditions.

C. INFANT MORTALITY

Infant mortality, which is largely associated with low birthweight, is higher in the United States than in Great Britain, France, Canada, Japan, Sweden, and many other countries. Two-thirds of all infant deaths in the first four weeks of life occur among low birthweight babies. The annual cost of neonatal intensive care in the United States exceeds $1.5 billion. Even though the United States has effectively developed medical technology to save the lives of infants, who under normal circumstances would not survive, over 11% of the babies born to American mothers die in infancy.

Doctors do everything in their power to save life. This effort frequently means round-the-clock institutional care for fragile infants who are severely and profoundly impaired. Care for the average baby who requires four months of hospitalization can cost well over $100,000.

The health status of the mother is a primary factor in the determination of a baby's weight. The absence of or inadequate prenatal care, particularly among low-income women, is critical. Many pregnant women, particularly the poor, teenagers, and non-English speaking women, wait until they go into labor and then appear at a hospital emergency room for delivery with no prior care. Many problems occur at the time of delivery and affect the health of the newborn infant which could have been avoided if the mother had received regular prenatal care throughout her pregnancy. Economically, this is also more cost effective. Routine prenatal care is estimated to run between $350 and $800 per patient, assuming that no special problems occur during the pregnancy.

Other factors which affect an infant's health include the physical, mental, and psychological condition of the pregnant woman. Poor or inadequate nutrition predisposes a woman to have a difficult pregnancy that ultimately may effect the health of her child. Smoking, alcohol consumption and the use of drugs, have also been demonstrated to have adverse effects on the health status of the newborn.

Stress can also have a devastating effect on the psychological state of the pregnant woman, particularly if she is poor. Of those factors that induce stress, unemployment is the most critical, particularly if the woman has no source of income of her own or from the baby's father.

In order to reduce infant mortality, the pregnant woman needs access to regular, quality prenatal and postnatal care for herself and her young child. It is also important that pregnant women receive nutritious food, and that employers provide parental-related benefits that protect the family's source of income. Children should be afforded a child cash benefit allowance that enables them to receive affordable, quality health care.

GOAL:

Implement programs that will reduce infant mortality to a rate of 9 deaths per 1,000 births and lower thereafter, consistent with the goal established by the Surgeon General in the Department of Health and Human Services, and eradicate the gap between white and minority infant mortality rates.

RECOMMENDATIONS:

(1) Implement a highly visible education and awareness program that provides information about pregnancy and pre- and postnatal care.

(2) Enact legislation that provides for universal pre- and postnatal health care that is free and accessible to all women and their infants.

(3) Enact the Family and Medical Leave Act.

(4) Enact legislation that provides a child cash benefit that enables every child to obtain affordable, quality health care up to the age of five years.

D. TEENAGE PREGNANCY

Teenage pregnancy in the United States is a major source of public concern. Each year approximately 65.4 of every 1,000 teenage girls between the ages of 15 and 19 years become pregnant. White teenagers get pregnant at the rate of 44 per 1,000. Among black teenagers, the rate is 96 per 1,000 and many of these babies are born out of wedlock and grow up in fatherless homes (National Center for Health Statistics, 1986).

Teenage mothers are more likely to live in poverty. Teenage pregnancy imposes lasting hardships on two generations: the child and the teenage parent. Pregnancy, childbirth, and parenthood pose significant risks for teenagers, including health problems for both mother and baby. Often the young teenager's body is insufficiently developed to adequately sustain a healthy pregnancy.

Teenage mothers more frequently experience toxemia and anemia during pregnancy and prolonged labor. They are also more likely to go without adequate prenatal care, particularly if they are poor, due to a psychological or a financial inability to cope with the situation until well into the pregnancy.

Approximately half of the teenagers who give birth before the age of 18 years complete high school, as compared to an average of 96% of those who postpone childbearing. As a result of the loss of education, many teens are unemployed forcing the adolescents to rely on welfare to survive.

GOAL:

Reduce the occurrence of pregnancy in adolescents under the age of 19 years.

RECOMMENDATIONS:

Enact legislation that establishes a national commission on teenage pregnancy and related issues which:

(1) Collects and analyses longitudinal data on issues related to teenage pregnancy and disseminates that information to the public;

(2) Facilitates Federal interagency collaboration that provides health care services to adolescents, adolescent mothers and their children; and

(3) Develops a systematic approach that provides comprehensive health care to adolescents in public schools and prenatal care and includes the feasibility of establishing day care facilities for children of adolescent parents in public schools.

4. A Right to a Safe and Livable Environment

A. HOUSING

Decent, safe, affordable shelter is a fundamental basic necessity for every person. Today millions of men, women and children have no permanent residence or are forced to live in substandard and unsafe housing.

Their plight is one of access to affordable and decent housing. For every low-income renter receiving housing assistance, there are three others who need it or want it—some 7.5 million households nationwide. Another 10 million owner households with incomes below 50% of the median income live in substandard conditions.

In the Housing Act of 1949, the Federal Government codified its commitment to ensuring decent, affordable housing to all. In 1986, this goal has yet to be reached. The Federal Government has the responsibility and the resources to ensure adequate housing for low- and moderate-income people. Only the Federal Government can establish uniform standards and protections, leaving flexibility to states and localities and the private sector.

In addition, there has been an explosion in the size and scope of this nation's homeless population within the past decade. While a precise count is not possible, the number of homeless persons has reached crisis proportions. The last several years have been especially devastating to Federally-subsidized housing programs, despite the clear evidence of growing need. Today, no new units of construction will receive funding and the eligibility requirements for the program have left out many deserving people.

Homeless youth represent an area of growing concern. There are very few options for children who have been pushed out of their homes or have no families with which to be reunited. The Runaway and Homeless Youth Act provides a limited amount of resources for shelter programs, some of which are developing independent living programs to provide homeless youth with basic living skills and other assistance to help them to obtain employment and make the transition from living on the streets.

GOAL:

Increase the provision of safe and affordable housing to low- and moderate-income families.

RECOMMENDATIONS:

(1) Current substandard housing units should be brought up to code; boarded-up units, owned by local governments or the Department of Housing and Urban Development, should have top priority in renovations. No public housing authorities should allow vacancies to go unfilled.

(2) Reduce the cost of providing low- and moderate-income housing.

(3) Design and execute Federal housing, community and economic development programs to benefit low- and moderate-income citizens and their neighborhoods in order to lessen housing displacement.

(4) Tighten the targeting requirements for Community Development Block Grant programs to benefit low- and moderate-income families and communities.

(5) Increase the availability of independent living and appropriate support programs including aftercare for homeless youth.

B. CRIME: DRUG ABUSE AND STREET GANGS

Drug abuse has escalated dramatically over the past two decades, particularly among young people, and remains at unacceptably high levels. More than 20 million Americans use marijuana regularly. Approximately 8 to 20 million are regular cocaine users, about 500,000 individuals are heroin addicts, 1 million are regular users of hallucinogens and an estimated 6 million people abuse prescription drugs.

The continued growth of the illegal drug market will have a disastrous effect on the American way of life and the well-being of this society and civilization. Illegal drugs are being sold and used by youth as young as six or seven years of age in some areas of the country. Newborn babies are born addicted to drugs, because their mothers did not stop using drugs during pregnancy.

Government must toughen punitive measures against those who distribute illegal drugs. This nation must increase its efforts to educate its youth about the ugly and realistic consequences of drug dependency. Parents, civic organizations, State and local governments must also help the Federal Government to fight the spread of illegal drugs.

Federal efforts to fight drug abuse should be coordinated with community efforts to lessen the incidence of drug abuse and dependency among youth. Since the greater percentage of drugs is smuggled into this country from abroad, the Federal Government must play a pivotal role in efforts to stop illegal use and trafficking of drugs. The magnitude of the problem indicates that an effective national drug policy requires both supply and demand reduction strategies.

In addition to the problem of drug abuse, an equally distressing concern is the impact that street gangs and other criminal activities have on children. Many youth have resorted to criminal activity as a means to earn large sums of money. Drawn by the lure of earning "big money" fast, many youth have chosen to challenge the law through crime and street ganging.

Street gangs have become violent forces in many large inner city communities. Many residents of these communities have become prisoners or slaves to violent gangs who thrive on residents' fears.

Government, community groups, and locally-elected officials must use every possible approach to stop the increase in drug abuse, crime, and street ganging activities. An important Federal resource is the Juvenile Justice and Delinquency Prevention Act (JJDPA) which supports effective programs targeted to address this and other problems related to the prevention and treatment of juvenile delinquency. An example of a JJDPA project is Sey Yes, Inc. in the Crenshaw area of Los Angeles. This project tested approaches related to the prevention of violent gang behavior, the employment of crisis intervention teams, and developmental activities such as skills training.

GOAL:

Implement the omnibus drug abuse measure that halts the escalation of the supply and demand for illegal drugs which includes

drug education and prevention programs, and expand comprehensive juvenile justice strategies that reduce gang violence.

RECOMMENDATIONS:

(1) Implement a Federally-funded grants program to develop drug education programs for youth. Particular attention should be given to communities of high risk populations, such as minority youth and potential school drop outs.

(2) Encourage State and local governments to promote successful model programs that address drug abuse and control, especially encouraging cooperative agreements between public school officials, law enforcement personnel and other community organizations.

(3) Require the Department of Education to expand efforts to train local school personnel to improve the effectiveness of in-school drug education programs.

(4) Develop a comprehensive assault on gang violence within the Department of Justice, Office of Juvenile Justice and Delinquency Prevention in conjunction with the Federal Bureau of Investigation and local law enforcement officials.

(5) Increase funding for the Juvenile Justice and Delinquency Prevention Act in order to further the progress being made in reducing juvenile crime.

C. ECONOMIC DEVELOPMENT

Children generally have a healthy environment in which to grow when adults in a community have productive jobs, when decent housing is available, when businesses are providing economically profitable services, and when schools are adequately educating children and have the support of the community. Excluding housing, previously discussed, the largest programs most closely associated with economic development at the Federal level are the Community Development Block Grants (CDBG's) (P.L. 93-383), Urban Development Action Grants (UDAG's) (P.L. 95-128), and grants from the Economic Development Administration (EDA) (P.L. 89-136). Since 1981, these programs have been subjected to budget cuts because the present Administration has taken the position that commercial or residential development is best left to the private sector.

In an effort to eliminate poverty and blight in communities, CDBG's are aimed at primarily benefitting low- and moderate-income persons. There are thousands of urban and rural communities that are eligible for this type of support and CDBG funding has been critical to their revitalization. Many of these communities have no other resource for assistance other than the Federal Government. Therefore, the loss of funds severely impedes the long term planning for community development.

In the past, CDBG grantees were required to certify that citizens had participated in the preparation of the plan for community development. The intent of this requirement was to ensure citizen participation in the development of the proposed project. This participation also allowed citizens to know the amount of the grant award and the plans for its expenditure. In 1981, this provision was deleted, although the review and comment provisions were retained.

UDAG has been slated for termination by the current Administration. However, it has survived although funding has been reduced. Past problems with the UDAG program have been resolved in order to ensure more equitable distribution of available resources. For example, UDAG funds cannot be used for activities likely to facilitate the relocation of plants or facilities from one area to another, unless it is determined to not have a significant effect on employment or the economic base of the community in which they are located.

The Economic Development Act assists localities in repairing and maintaining infrastructure so that businesses will locate or expand in economically depressed areas. Job creation is a major goal of the Act.

While all of these programs do not directly affect children, they have a major impact on improving the overall living conditions of children and their families and the communities in which they live.

GOAL:

Increase support for economic development in depressed urban and rural areas.

RECOMMENDATIONS:

Annually increase funds to allow for further expansion of Community Development Block Grants, Urban Development Action Grants, and the grants under Economic Development Administration.

IV. EXAMPLES OF PROGRAMS AFFECTING CHILDREN

State and local governments, businesses and community groups have developed many programs that effectively address the needs of children and families. The following programs illustrate the range of services being provided. While most of the programs are funded with some Federal financial support, some of them are financed through corporate, foundation or community group contributions. All of the programs are examples of how communities are working together to help children. While these programs are not necessarily endorsed, they offer typical examples that are worthy of observation.

A. EDUCATION PROGRAMS

1. Head Start

A. SOUTHWEST COMMUNITY ACTION COUNCIL, HUNTINGTON, WV

PROGRAM ADDRESS:

Head Start
Southwest Community Action Council
540-5th Avenue
Huntington, West Virginia 25701

CONTACT:

Mary Jane Bevin, Director
(304) 525-5151

SERVICES OFFERED:

The program operates a half day (4-1/2 hours) and serves 476 children, between the ages of 3-5 years, and 100 adults in Parent and Child Centers. The program staff works closely with the public school system. The school provides the in-kind space. The program has a strong joint training component with the school system that emphasizes Child Development Associate (CDA) credentials and a degree in early childhood development.

RECIPIENTS WHO BENEFIT:

Recipients must meet poverty income guidelines, which includes 90% of students. Also, eligible students must reside in target areas where centers are located. The other 10% of students are either disabled children or rural area children whose families come in just above the specified income guidelines. Disabled children are given first priority over the rural area children.

ANNUAL BUDGET:

$1,333,310

FUNDING MECHANISM:

Title VI, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parent and community volunteers work in the centers to support staff. Each parent is assigned to work one day a week. A Foster Grantparents program matches older adult volunteers with disabled children.

B. SOUTHWEST HUMAN DEVELOPMENT, PHOENIX, AZ

PROGRAM ADDRESS:

Head Start
Southwest Human Development
2302 North 36th Street, Suite 207
Phoenix, Arizona 85002

CONTACT:

Ginger March, Executive Director
(602) 266-5976

SERVICES OFFERED:

The program operates a half-day (4 1/2 hours) and services 160 children. A job training and counseling program is provided that links parents with local training resources. As the area's Resource Access Project, this program provides all disabled services and training for area Head Start Grantees; city and county consolidate resources for disabled children; and offers parent education program in collaboration with Children's Hospital and Parents Anonymous.

RECIPIENTS WHO BENEFIT:

Recipients must fall under poverty income guidelines.

ANNUAL BUDGET:

$377,000

FUNDING MECHANISM:

Title VI, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents are an integral part of the program. A course on parenting skills is offered also.

C. FAIRFAX COUNTY DEPARTMENT OF COMMUNITY ACTION, FAIRFAX, VA

PROGRAM ADDRESS:

Head Start
Fairfax County Department of Community Action
11216 Waples Mill Road
Fairfax, Virginia 22030

CONTACT PERSON:

Sandra Lowe, Director
(703) 691-2617 or 691-2762

SERVICES OFFERED:

The Head Start program has six models of service delivery: part day; full day; full day with day care; extended day care; home based; and home education where children are in class five days a week, but teachers make home visits with parents two afternoons a week.

The program has integrated the High/Scope Curriculum into its classes and includes a computer assisted program for children. Provisions are made for children to participate in the Wolf Trap Performing Arts program. Medical services are provided to siblings of children enrolled in the Head Start program.

RECIPIENTS WHO BENEFIT:

Recipients must fall under poverty income guidelines. The program currently has 1,000 children enrolled.

ANNUAL BUDGET:

$1,247,580

FUNDING MECHANISM:

Title IV, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents of enrolled children are given preference for paid teacher's aide positions. Parents receive training at Northern Virginia Community College and in-house training on the High/Scope Curriculum.

Area physicians provide medical care to indigent children with acute illnesses for a minimal flat fee, plus free office visits under the Medical Care for Indigent Children program. Physicians are on-call for assigned families. Medication and laboratory services are provided by participating pharmaceutical and laboratory companies.

New clothing is donated by 13 area department stores to the Clothing Resource Center. Clothing is made available to children from low-income families at no cost in two locations. Siblings of enrolled children are eligible also.

2. Chapter 1: Basic State Grants

A. CHAPTER 1 BASIC GRANTS, WILMINGTON, DE

PROGRAM ADDRESS:

Red Clay Consolidated School District
1400 Washington Street
P. O. Box 869
Wilmington, Delaware 19899

CONTACT:

Gladys M. Glover, Supervisor
(302) 651-2652

SERVICES OFFERED:

The project director provides strong leadership and sets high goals for students, staff and administrators. The staff monitors student progress using tests results, daily assignments, skill charts and teacher evaluations.

Children with the most severe educational deficiencies are given first priority for entrance into the program. However, maximum time allowed for continued instruction is one year.

RECIPIENTS WHO BENEFIT:

Recipients must live in the specified school district. The student must take a standardized test to be eligible for the program.

ANNUAL BUDGET:

$1,614,725

FUNDING MECHANISM:

Chapter 1, Education Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The school district provides 20 ways for parents and citizens to participate in program activities, such as attending district and community meetings as program liaisons, borrowing materials for home use, volunteering to assist teachers in the classroom, and serving as career counselors for students. Parent volunteers are recognized annually.

B. CHAPTER 1 PROGRAM, ALAMEDA, CA

PROGRAM ADDRESS:

Alameda Unified School District
2200 Central Avenue
Alameda, California 94501

CONTACT:

Pat Klaus, Principal
(415) 522-6700 ext. 386

SERVICES OFFERED:

Students in grades K-5 receive extra instruction in reading, math, and oral and written language before and after school. They are placed according to test performance. The principal of the school is directly involved with the program. The principal informs parents and the community about the project and students receive schoolwide recognition for their accomplishments.

RECIPIENTS WHO BENEFIT:

Any student who scores below 40% on the California Comprehensive Test of Basic Skills (CTB) qualifies for the program as a Chapter 1 student.

ANNUAL BUDGET:

$89,000

FUNDING MECHANISM:

Chapter 1, Education and Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parent volunteers assist in classrooms and Chapter 1 reading laboratories. Parents also take home prepared materials in order to work with their children. Parent volunteers are recognized annually.

3. Effective Schools

A. CHICAGO EFFECTIVE SCHOOLS PROJECT, CHICAGO, IL

PROGRAM ADDRESS:

Chicago Effective Schools Project (ESP)
Chicago Public Schools
Department of Equal Educational Opportunities Program
1819 West Pershing Road
Chicago, Illinois 60609

CONTACT:

Mary E. Broomfield
Assistant Superintendent
(312) 890-7790

SERVICES OFFERED:

Services are divided into six areas: (1) time on task; (2) expectations for learning; (3) strong principal leadership; (4) parental community involvement; (5) evaluation utilization potential; and (6) general school climate. The services covered by these six areas include an extended school day; a comprehensive arts program; and staff development.

RECIPIENTS WHO BENEFIT:

Recipients include students attending 107 predominately black and Hispanic public schools in Chicago.

ANNUAL BUDGET:

$13,015,737

FUNDING MECHANISM:

Funds are appropriated by the Chicago Board of Education. These funds include State and local revenues.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Each school in the ESP has a local planning team comprised of parents, teachers, other school personnel, and interested citizens that convenes several times during the school year to set goals, activities and objectives.

B. CONNECTICUT SCHOOL EFFECTIVENESS PROJECT, HARTFORD, CT

PROGRAM ADDRESS:

Connecticut School Effectiveness Project
165 Capitol Avenue
Hartford, Connecticut 06106

CONTACT:

Patrick Proctor
Education Consultant
(203) 566-8263

SERVICES OFFERED:

The program helps low-income children attain the minimum basic skills mastery level. Seven components of effective schooling are used: (1) safe and orderly climate; (2) instructional leadership; (3) high expectations; (4) opportunity to learn and student time on task; (5) frequent monitoring of student progress; (6) clear school mission and purpose; and (7) purposeful parent and community involvement.

RECIPIENTS WHO BENEFIT:

Any student attending a public school in the State of Connecticut may be a recipient. Although a school's participation is voluntary, the project is targeted for Chapter 1 schools. These schools tend to have higher concentrations of children from low-income families. Thirty elementary and 12 secondary schools are currently participating in the program.

ANNUAL BUDGET:

Approximately $400,000 is provided for School Effectiveness Project activities for the entire State. The operating budget for positions in the Bureau of School and Program Development, which administers the project, is $200,000 and $25,000 is allotted for data processing.

FUNDING MECHANISM:

Funds are provided through State revenues and by the Federal Government through Chapter 2 of the Education Consolidation and Improvement Act.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Some of the Effective Schools have active parental support groups.

C. NEW JERSEY EDUCATION ASSOCIATION (NJEA) SCHOOL EFFECTIVENESS TRAINING (SET) PROJECT, TRENTON, NJ

PROGRAM ADDRESS:

New Jersey Education Association
School Effectiveness Training Project
180 West State Street
P. O. Box 1211
Trenton, New Jersey 08607

CONTACT:

Donald R. McNeely
Associate Director of Instruction
(609) 599-4561

SERVICES OFFERED:

This is a Statewide training project for school personnel. Training is divided into three components: (1) Pre-Institute; (2) the Institute; and (3) the Post-Institute. The Pre-Institute component provides orientation about the Effective Schools model. The Institute component divides building personnel into teams who develop various aspects of the Effective School plan for their building. The Post-Institute component is the implementation phase during which a coordinating council of school personnel oversees project development in the building.

RECIPIENTS WHO BENEFIT:

Public school personnel, who voluntarily choose to participate in the training program, are the beneficiaries of the SET Program. The entire school staff is brought together to identify common problems and strategies to resolve them. Since 1979, 25 New Jersey urban schools have participated in the training. The New Jersey Education Association and Research for Better Schools, Inc. (RBS) provide staff, training materials, and technical assistance.

ANNUAL BUDGET:

$1,200 fee per consultant
$100 per teacher for training

FUNDING MECHANISM:

Program costs are shared by NJEA, RBS, and the local board of education. These costs can be reduced with financial contributions made by supportive community groups.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parental support and participation is encouraged.

D. EFFECTIVE AND EFFICIENT SCHOOLS PROGRAM, ST. LOUIS, MO

PROGRAM ADDRESS:

Effective and Efficient Schools Program (EESP)
52234 Wells Street
St. Louis, Missouri 63112

CONTACT:

Dr. Rufus Young, Jr.
Assistant Superintendent of Effective and Efficient Schools
(314) 361-6358

SERVICES OFFERED:

The operational components of the Effective and Efficient Schools Program are strong administrative leadership, high teacher expectations, positive school climate, emphasis on basic skills, and regular ongoing assessment of student progress. The focus of EESP is on academic achievement and systematically increasing test scores of students.

RECIPIENTS WHO BENEFIT:

Recipients include all students from K-12 attending public schools in St. Louis.

ANNUAL BUDGET:

Not applicable

FUNDING MECHANISM:

The program is funded through State and local revenues. The program also receives funds from corporations and philanthropic groups.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The Program encourages parental participation in the form of support groups.

4. Chapter 1: Migrant Children

A. CHAPTER 1 STATE PROGRAMS (MIGRANT CHILDREN), PHARR, TX

PROGRAM ADDRESS:

Texas Migrant Interstate Program
Drawer Y,
Pharr, Texas 78577

CONTACT:

Jesse Vela, Coordinator
(512) 787-9994

SERVICES OFFERED:

The cooperative program is available to any Texas public school that has migrant students. The program provides training and technical assistance to professionals who work with migrant students in schools. The program also assists migrant students to transfer credits from State to State. Other services include guidance counseling, dropout prevention, and parent training.

RECIPIENTS WHO BENEFIT:

Recipients of the program are professionals who work with migrant secondary students in Texas schools.

ANNUAL BUDGET:

$311,000

FUNDING MECHANISM:

Texas Education Agency and Chapter 1, Education Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve on Parent Advisory Councils. Parent education is available.

B. THE LAJOYA EXCESS COST MODEL, LAJOYA, TX

PROGRAM ADDRESS:

The LaJoya Excess Cost Model
LaJoya Independent School District
Drawer J
LaJoya, Texas 78560

CONTACT:

Homero Diaz, Coordinator
(512) 585-9781

SERVICES OFFERED:

The program serves migrant students most in need educationally regardless of grade level. The program matches a local teacher with a Federal teacher. Instructors provide more concentrated teaching in language arts, reading, and mathematics. Students are integrated into the regular classroom.

RECIPIENTS WHO BENEFIT:

A recipient must be a migrant student who demonstrates low academic achievement.

ANNUAL BUDGET:

$450,000

FUNDING MECHANISM:

Texas Education Agency Division of Special Programs and Chapter 1, Education Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents are encouraged to observe classes and meet periodically with classroom teachers.

C. CHILD MIGRANT EDUCATION PROGRAMS OF MANATEE COUNTY, BRADENTON, FL

PROGRAM ADDRESS:

Child Migrant Education Programs of Manatee County
P. O. Box 9069
Bradenton, Florida 33506

CONTACT:

Carolyn Steele, Coordinator
(813) 746-5171

SERVICES OFFERED:

Language Arts Reading Program: Children in grades K-8 are provided additional help with reading and English as a second language, outside their regular classes.

Preschool Program: Migrant children between the ages of three and four years participate in a preschool program to prepare them for kindergarten.

Drop-Out Prevention Program: Junior and senior high school students who have moved frequently are assisted after school to obtain missing credits. Regular classroom teachers serve as tutors.

Oral Language: A language program for non-English-speaking children in grades K-8. Most of the children are primarily Spanish-speaking.

RECIPIENTS WHO BENEFIT:

These services are for migrant school-age children only, ages three to 18 years. Some money is budgeted for parents to attend meetings, who in turn often offer advice and input.

ANNUAL BUDGET:

$744,837

FUNDING MECHANISM:

Chapter 1, Education Consolidated and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve on local and State Parent Advisory Councils that participate in the planning, operation, and evaluation of the program. Parents also serve as volunteers in the classroom.

5. Chapter 1: Neglected and Delinquent Children

A. SUPPLEMENTARY ACADEMICS FOR VOCATIONAL EDUCATION (SAVE), HARDWICK, GA

PROGRAM ADDRESS:

Supplementary Academics for Vocational Education (SAVE)
Youthful Offender Correctional Institution
P. O. 417
Hardwick, Georgia 31034

CONTACT:

Pratt Hubbard, Principal
(912) 453-5375

SERVICES OFFERED:

Project SAVE helps inmates with basic reading and math skills. Students receive instruction for two hours a day, progressing at their own rate and four hours of vocational training from academic teachers and vocational technical instructors who are responsible for developing content and skill instruction for the project. Direct teaching and monitoring time is increased through the use of inmate aides who perform routine, non-instructional tasks. The program has been extended to inmates over 21 years with State funds.

RECIPIENTS WHO BENEFIT:

Recipients include male inmates aged 17-20 years.

ANNUAL BUDGET:

Approximately $25,000 annually

FUNDING MECHANISM:

Chapter 1, the Education Consolidation and Improvement Act

B. JEFFERSON COUNTY PUBLIC SCHOOLS, LOUISVILLE, KY

PROGRAM ADDRESS:

Jefferson County Public Schools
Durette Education Center
4409 Preston Highway
Louisville, Kentucky 40213

CONTACT:

Joseph McPherson, Director
(502) 456-3006

SERVICES OFFERED:

Services are provided to neglected and delinquent children in correctional institutions. Students receive diagnostic, prescriptive, and individualized instruction in reading, language arts, and mathematics. Data is collected every eight weeks to ensure that progress is achieved. Parents, "School Surrogate Parents" (a person responsible for a child while placed in a correctional institution), students and teachers meet at regularly scheduled conferences to assess student progress, attitudes and achievement.

RECIPIENTS WHO BENEFIT:

Recipients are neglected and delinquent children in grades K-12.

ANNUAL BUDGET:

Approximately $7.1 million annually

FUNDING MECHANISM:

Chapter 1, Education Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The program includes the Chapter 1 Task Force, composed of parents, teachers, and central office personnel, who plan the program annually. Parents serve on the District Advisory Council and as staff consultants.

C. NORTH CAROLINA DEPARTMENT OF CORRECTIONS, RALEIGH, NC

PROGRAM ADDRESS:

North Carolina Department of Corrections
831 W. Morgan Street
Raleigh, North Carolina 27603

CONTACT:

Harry Lee Ballard, Jr., Director
(919) 733-5143

SERVICES OFFERED:

This program provides basic instruction to inmates who do not possess a high school diploma or GED certification. State supported

guidance services are also provided. Student enrollment, test scoring, and evaluation is recorded in a computerized management system. Instructors are trained professionally through the North Carolina Division of Prisons and certified by the State Department of Public Instruction.

RECIPIENTS WHO BENEFIT:

Recipients include inmates through 20 years of age with an education assessment level of K-9 grade.

ANNUAL BUDGET:

Approximately $827,000

FUNDING MECHANISM:

Chapter 1, the Education Consolidation and Improvement Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Volunteer advisory councils composed of concerned citizens tutor inmates.

6. Chapter 1: Immigrant and Refugee Education Programs

A. SOUTHEAST ASIAN LEARNER'S PROJECT (SEALS), LONG BEACH, CA

PROGRAM ADDRESS:

Southeast Asian Learner's Project (SEALS)
Long Beach Unified School District
1890 Orange Avenue
Long Beach, California 90806

CONTACT:

Martha Estrada, Director
(213) 591-7699, 591-9571

SERVICES OFFERED:

Supplementary education services are provided to primarily non-English speakers—Cambodian, Hmong, Thai, I-mien, Chinese, Vietnamese, and Laotian-speaking students. Bilingual staff are hired to instruct the students in their native language and English. Staff members serve as counselors or social workers. Bilingual instructional associates provide support to regular classroom teachers. The staff also provides translation services as needed.

RECIPIENTS WHO BENEFIT:

Children born to refugee families from Southeast Asia are recipients.

ANNUAL BUDGET:

Current funding for 1985-86 was $276,603. Funding has declined from $363,167 in 1982-83, although the number of children has increased.

FUNDING MECHANISM:

Transitorial Program for Refugee Children (TPRC) and Emergency Immigrant Education Assistance Program

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve on school district's parent advisory councils. Translated information on school policies and activities is provided to parents.

B. THE TRANSITION PROGRAM FOR REFUGEES, SAN JOSE, CA

PROGRAM ADDRESS:

The Transition Program for Refugees
Eastside Union High School District
830 North Capitol Avenue
San Jose, California 95133

CONTACT:

Dong Hav, Coordinator
(408) 272-6446

SERVICES OFFERED:

The program provides supplementary education services to refugees from Southeast Asia, Central America, and the Middle East. The purpose of the program is to improve the student's English language skills and to enable the student to achieve and maintain satisfactory academic performance. Bilingual teachers provide classroom instruction and tutoring after school. The staff meets with parents and students monthly to access student progress. In-service training is available for classroom teachers. Translation services for educational purposes are also provided.

RECIPIENTS WHO BENEFIT:

All students must have resided in the U.S. three years or less to be eligible for the program.

ANNUAL BUDGET:

Approximately $160,000, varies from year to year, based on the number of students.

FUNDING MECHANISM:

Refugee Act of 1980

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve on the school and district Advisory Councils. Parent education is available.

C. TECHNICAL ASSISTANCE AND CAREER TRAINING, PORTLAND, ME

PROGRAM ADDRESS:

Technical Assistance and Career Training
Central School Office
Portland Public Schools
331 Veranda Street
Portland, Maine 04103

CONTACT:

Grace Studley, Project Director
(207) 775-0900, ext. 272, 267

SERVICES OFFERED:

The career awareness programs educate and train refugees about the job market and career choices including a college education. The program provides students with native language supporters who provide tutoring and also translate and simplify reading materials. Before this program began, refugee students were dropping out at a 100% rate, now most students are at the top of their class academically.

RECIPIENTS WHO BENEFIT:

Recipients are limited-English proficient speakers, primarily Cambodian refugees at Portland High School or Portland Regional Vocational Technical Center.

ANNUAL BUDGET:

Approximately $166,000 in fiscal year 1985

FUNDING MECHANISM:

Title 7 of the Transition Program for Refugee Students (Federal), and local funding

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

A Parent Advisory Council meets monthly. Parent volunteers assist in the classrooms and organize special events. Parents assist in the preparation of program proposals on the Title 7 Application Advisory Committee. Parents also serve as translators as needed.

D. ENGLISH AS A SECOND LANGUAGE (ESL), AUGUSTA, ME

PROGRAM ADDRESS:

English as a Second Language (ESL)
City of Augusta
RFD 2, Box 1080
Pierce Drive
Augusta, Maine 04330

CONTACT:

Frank McQuarrie
Assistant Superintendent
(207) 622-3724

SERVICES OFFERED:

The purpose of the program is to prepare students for college or employment. The program employs four staff members. One instructor and two full-time aides work with elementary and junior high school students. One full-time instructor works with the high school. In the high school, the teacher helps the students develop their English vocabulary.

At the elementary level, where the children have had no formal teaching, teachers and aides instruct the children in reading, writing and mathematics. They also take the children on field trips. Audiovisual materials are used in teaching. The children spend half the day with the ESL staff and the other half in regular classroom settings, although the ESL staff never leave the children during the school day. As students begin to obtain regular or normal vocabulary, they are then integrated with regular classrooms.

The ESL staff also assists the students in their homework assignments, at the library and offers general support and encouragement.

RECIPIENTS WHO BENEFIT:

A total of 3,300 students, mostly Asian, in grades K-12, are provided services.

ANNUAL BUDGET:

$47,900 ($14,000 Federal and $33,900 local)

FUNDING MECHANISM:

Local and State funding and Title 7, Transition Program for Refugee Children

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

American sponsors of ESL families and members of the community participate on the ESL Advisory Committee.

7. Follow Through Program

A. FLINT FOLLOW THROUGH, FLINT, MI

PROGRAM ADDRESS:

Flint Follow Through Program
923 East Kearsley Street
Flint, Michigan 48502

CONTACT:

Edward Hansberry, Coordinator of Compensatory Education Programs
(313) 762-1259

SERVICES OFFERED:

Flint Follow Through is a parent-initiated, direct instruction program. The program offers intensified reading, mathematics and language development skills and comprehensive health services in two elementary schools. The program also has a parent coordinator who works with students and parents.

RECIPIENTS WHO BENEFIT:

Recipients are residents of low-income areas. The program used to serve children in grades K-5, but now only serves grades K-1 because of cuts in Federal support.

ANNUAL BUDGET:

$117,392—(1986-87)

FUNDING MECHANISM:

Title VI, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve on a Parent Advisory Council which has decision-making powers regarding the program. Parents also serve as volunteers in the classroom. The program provides parents with special workshops, designed to improve the quality of life for children and their families on such topics as health, nutrition, and make-and-take sessions where parents make reading materials for use at home.

B. FOLLOW THROUGH PROGRAM, OAKLAND, CA

PROGRAM ADDRESS:

Follow Through Program
Oakland Unified School District
1011 Union Street
Oakland, California 94607

CONTACT:

Stanley Won, Director
(415) 465-5073

SERVICES OFFERED:

This program provides inservice teacher training, staff development services, and tutoring services. Due to a reduction in Federal funds, children are now referred for additional services such as medical, dental, and psychological care elsewhere.

RECIPIENTS WHO BENEFIT:

Children in grades K-3 from low-income families are eligible for services.

ANNUAL BUDGET:

$160,853

FUNDING MECHANISM:

Title VI, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents are encouraged to assist in the classroom. Parents also serve on the Policy Advisory Committee and participate in decision-making regarding program curriculum and selection of personnel. Parent education is also offered.

C. TULARE FOLLOW THROUGH, TULARE, CA

PROGRAM ADDRESS:

Tulare Follow Through
600 North Cherry Street
Tulare, California 93274

CONTACT:

Thelma Gomez, Director
(209) 686-3335

SERVICES OFFERED:

The program offers a variety of educational, medical, dental, psychological, and other services. Education services focus on language development and reading and math skills. Nutrition education is also provided.

RECIPIENTS WHO BENEFIT:

Children in grades K-3 from low-income families are recipients.

ANNUAL BUDGET:

$94,500

FUNDING MECHANISM:

Title VI, Omnibus Budget Reconciliation Act of 1981

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents serve as volunteers in schools for approximately 7,000 hours per year. A program of parent education is provided in which parents determine subjects to be addressed. Parents also have access to classroom materials for home use.

8. Vocational Education

A. MEDICAL OFFICE ASSISTANT PROGRAM, CINCINNATI, OH

PROGRAM ADDRESS:

Medical Office Assistant Program
Great Oaks Joint Vocational School District
3254 East Kemper Road
Cincinnati, Ohio 45241

CONTACT:

Clifford Migal, Associate Superintendent
Lillie Paddio, Supervisor Analyst
(513) 771-8840, ex. 325, ex. 365

SERVICES OFFERED:

The program provides instruction in the classroom, laboratory and an office setting outside the school. Students have field experience with companies in the Cincinnati area which includes Proctor and Gamble, General Electric, University Hospital, Children's Hospital and others. Students also assist district school nurses in performing student physical examinations.

Services to the public include eye tests, blood drives and volunteer work with Cincinnati agencies.

RECIPIENTS WHO BENEFIT:

Any junior or senior high school student. Students outside the district must pay tuition.

ANNUAL BUDGET:

$90,000

FUNDING MECHANISM:

Funded through State and local funds

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

People from the employing industry volunteer to work with the program. Doctors in the community advise on program matters. Parents, former students, professionals, paraprofessionals, and program staff serve on an advisory council. Colleges in the area accept the course for credit.

B. RESPIRATORY THERAPY TECHNICIAN PROGRAM, OKLAHOMA CITY, OK

PROGRAM ADDRESS:

Respiratory Therapy Technician Program
Francis Tuttle Vocational Center
12777 North Rockwell
Oklahoma City, Oklahoma 73142

CONTACT:

Lezli Heyland, Program Director
(405) 722-7799

SERVICES OFFERED:

Services include instruction in the classroom, laboratory, and in a clinical setting outside the school. The program provides financial assistance and tutoring for students who need remedial help. Career services and a library are available.

RECIPIENTS WHO BENEFIT:

Recipients are high school graduates who are 18 years of age upon admission to the program. Recipients are required to pass a reading and math examination.

ANNUAL BUDGET:

Information not available

FUNDING MECHANISM:

State and local funds

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Advisory group approves curriculum and evaluates program.

9. Special Education

A. INFORMATION CENTER FOR HANDICAPPED INDIVIDUALS, INC., WASHINGTON, DC

PROGRAM ADDRESS:

Information Center for Handicapped Individuals, Inc. (ICHI)
605 G Street, N.W., Suite 202
Washington, D.C. 20001

CONTACT:

Yetta W. Galiber, Executive Director
(202) 347-4986 (voice)
(202) 347-8320 (TTY)

SERVICES OFFERED:

The ICHI mission is to link disabled children and adults with available resources and services. Where gaps exist in the service delivery system, ICHI engages in public advocacy. ICHI services include client assistance, case management for homebound, disabled persons, child advocacy, and information and referral. ICHI also publishes information concerning the needs of disabled persons including a directory of services in English and Spanish.

RECIPIENTS WHO BENEFIT:

Recipients include disabled children and adults, parents, representatives, or surrogate parents, and other concerned professionals.

ANNUAL BUDGET:

Approximately $1 million

FUNDING MECHANISM:

Developmental Disabilities Assistance and Bill of Rights Act of 1984; Protection and Advocacy for Mentally Ill Individuals Act of 1985, and State funds

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

ICHI enlists community support in activities such as the annual Christmas store for disabled children and the annual Ms. Wheelchair Pageant.

B. INFANT-PRESCHOOL SPECIAL EDUCATION RESOURCE NETWORK, PASADENA/SACRAMENTO, CA

PROGRAM ADDRESS:

Infant-Preschool Special Education Resource Network
330 South Oak Knoll
Pasadena, California 95825
and
650 University Avenue
Room 201
Sacramento, California 95825

CONTACT:

Linda Brekken, Coordinator
(916) 921-0531

SERVICES OFFERED:

The program is part of the California Comprehensive System of Personnel Development under the California Department of Education. It provides comprehensive staff development and training for multidisciplinary professionals who serve infants and preschoolers with special needs and their families.

RECIPIENTS WHO BENEFIT:

Recipients include community-based organizations that serve infants and young children with special needs and their families.

ANNUAL BUDGET:

$389,000

FUNDING MECHANISM:

Education of the Handicapped Act Amendments of 1983

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The program employs parents of children with special needs. Parents and citizens also serve on advisory committees that assist in identifying needs and improving Statewide services.

10. Bilingual Education

A. BILINGUAL EDUCATION TRAINING (BET) PROJECT, TUCSON, AZ

PROGRAM ADDRESS:

Bilingual Education Training (BET) Project
Office of Bilingual and International Studies
Pima Community College
P.O. Box 3010
200 North Stone Avenue
Tucson, Arizona 85702-3010

CONTACT:

Hank Oyama, Associate Dean
Office of Bilingual International Studies
(602) 884-6572

SERVICES OFFERED:

The program, which has been in operation for 19 years, provides training in language, culture and bilingual methodology to personnel who currently work, or may be assigned to work, in bilingual (Spanish/English) classrooms at the elementary and secondary levels.

RECIPIENTS WHO BENEFIT:

Recipients include school administrators, teachers, students and parents who are bilingual, primarily Spanish and English, and some Native American speakers.

ANNUAL BUDGET:

Approximately $200,000; $47,000 of which are Federal funds

FUNDING MECHANISM:

Funds are provided by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), Department of Education, through a competitive Federal grant program under the Bilingual Education Act of 1984.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parent advisory committees are required under the grants provisions. Parent education and training workshops are conducted also.

B. CASE STUDIES OF BILINGUAL EDUCATION PROGRAMS, SACRAMENTO, CA

PROGRAM ADDRESS:

Case Studies of Bilingual Education Programs
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

CONTACT:

Norman C. Gold
(916) 323-7856

SERVICES OFFERED:

The program provides training and technical assistance on bilingual teaching approaches and evaluation methods to teachers.

RECIPIENTS WHO BENEFIT:

Recipients include approximately 2,000 students in five school districts throughout the State which have bilingual education programs.

ANNUAL BUDGET:

Approximately $200,000 from the State Education Department and five school districts

FUNDING MECHANISM:

Funded by the Office of Bilingual and Minority Languages Affairs (OBEMLA) through a competitive Federal grant program under the Bilingual Education Act of 1984.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

All of the Title VII grants require parental participation at the pre-proposal level as well as through the funding cycle of the project.

C. NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

CONTACT:

The following list of names includes the President of the State affiliates of the National Association for Bilingual Education. Infor-

mation on successful programs in each State should be available upon request.

Lincoln Saito, Box 1250, Fairbanks, AK 99707.

Shelly Spiegel-Coleman, 926 J Street, Suite 810, Sacramento, CA 95814.

Myrella Lara, 140 Captain Thomas Boulevard, West Haven, CT 06516.

Sofia Santiesteban, 5721 S.W. 58th Place, Miami, FL 33143.

Romeo C. Gatan, Illinois State Board of Education, 100 W. Randolph, Suite 14-300, Chicago, IL 60601.

Virginia Sumaya, 2653 Somerset Street, Wichita, KS 67204.

Vincent Petrosino, 181 N. Bend Road, Baltimore City Public Schools, Baltimore, MD 21229.

John Daminquez, Van Buren Intermediate School District, 701 S. Paw Paw Street, Lawrence, MI 49064.

Dick Little Bear, Interface Field Rep., Montana State University, 242 Reid Hall, Bozeman, MT 59717.

Gus Keene, P. O. Box 420, Zuni, NM 87327.

Richard Lopez, 1710 N. Old Pueblo Drive, Tucson, AZ 85745.

Rudy Chavez, 713 7th Avenue, Brighton, CO 80601.

Nancy F. Zelasko, Georgetown University, BESC, Suite 100, 2139 Wisconsin Avenue, N.W., Washington, DC 20007.

Jay R. Fuhriman, Education Building 207, Boise State University, Boise, ID 83725.

Maritza Robles, South Bend Comm. School Corporation, 635 S. Main Street, South Bend, IN 46601.

Victor Gordon, 5931 Milne Boulevard, New Orleans, LA 70124.

Gilman Hebert, 7 Park Place, Jamaica Plain, MA 02130.

Roberto Acosta, 8321 Cloman Avenue, Inver Grove Heights, MN 55075.

Gail P. Rothweiler, Rutgers University, 3 Bartlett Street, New Brunswick, NJ 08903.

Dolores Fernandez, 443 State Street, Albany, NY 12203.

Donald Cellini, 229 Center Street, Findlay, OH 45840.

Sergia Montz, 3170 Easthill Drive, Bethlehem, PA 18017.

Willis Poole, 43 Darrow Drive, Warwick, RI 02886.

Sara V. West, Rutherford County Bilingual Office, Central Middle School, East Main Street, Murfreesboro, TN 37130.

Ronald Saunders, 2521 N. Utah Street, Arlington, VA 22207.

Ezequiel B. Vargas, 6251 Fox Run, Deforest, WI 53532.

Patricia Wilkerson, Lawton Public Schools, P. O. Box 1009, Lawton, OK 73502.

Cesar Cruz, BEMSC, Universidad Metropolitana, P. O. Box CUM, Rio Piedras, PR 00928.

Shirley Murphy, Little Wound School, P. O. Box 450, Kyle, SD 57752.

Ana M. Guzman, P. O. Box 30, 1415 Market Street, Baytown, TX 77520.

Bridget Lambert Cullerton, 8805 40th West, Tacoma, WA 98466.

11. Indian Education

A. WRITING TO READ, RED MESA, AZ

PROGRAM ADDRESS:

Writing to Read
Red Mesa School District
Star Route 1
P. O. Box 40
Teec Nos Pos, Arizona 86514

CONTACT:

Mary Ann Hunter, Principal
(602) 656-3226

SERVICES OFFERED:

Writing to Read is a basic literacy program, designed to teach reading skills using IBM computers with children in K-2nd grades. Children typically begin this program with no English skills.

RECIPIENTS WHO BENEFIT:

Recipients are primarily kindergarteners and first graders, but second or third grade children needing help may enter the program.

ANNUAL BUDGET:

$2,500.00/yearly, after the initial purchasing of computers and other necessary equipment to start the program.

FUNDING MECHANISM:

Title IV of the Indian Education Act and the Indian Self-Determination Act of 1975

B. DROP-OUT PREVENTION PROGRAM, SHAWNEE, OK

PROGRAM ADDRESS:

Dropout Prevention Program
Shawnee Board of Education
326 North Union Street
Shawnee, Oklahoma 74801

CONTACT:

Cloe Rhodes, Director
(405) 273-0653

SERVICES OFFERED:

The program helps students develop personal pride, a positive self-image, and improved feelings of self-worth. Native American, non-certified paraprofessionals serving as counselors work with students during school time. Counselors check student progress and grades, and make home visits when students are having problems in school.

RECIPIENTS WHO BENEFIT:

A recipient must be a Native American student. Students must complete the Indian Student Certification which verifies that they are of Indian descent and indicates their tribal affiliation.

ANNUAL BUDGET:

$67,000 (1986)

FUNDING MECHANISM:

Title IV, the Indian Education Act

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The Parent Committee participates in the ongoing development of the program and approves an annual school-community needs assessment.

B. PROGRAMS FOR ECONOMIC SELF-SUFFICIENCY

1. Employment

A. PROJECT SAIL, BALTIMORE, MD

PROGRAM ADDRESS:

Project SAIL (Student Adventures In Learning)
Neighborhood Progress Administration
Office of Manpower Resources
701 St. Paul Street
Baltimore, Maryland 21202

CONTACT:

Carl Wheeler
Manager, Remediation Program
(301) 396-7510

SERVICES OFFERED:

The Student Adventures in Learning Program provides intensive remedial education and work experience for educationally-deficient and economically disadvantaged Baltimore Public School youths. Its goals are (1) to improve school retention rates, (2) to increase the employability of disadvantaged youths, (3) to deter adolescent parenthood, and (4) to reduce learning decay over the summer months.

Project SAIL is a two-part program, consisting of a summer component and a school-year component (Academic Club). The summer component is an eight-week program which operates at three senior high school sites. The program offers youth an opportunity to participate in a remedial education program, a paid work experience, and a series of life-planning workshops.

The Academic Club, which operates from September to June, is a peer-support program designed to reinforce the previous summer's achievements and encourage aspirations toward high school completion. Participation in the Academic Club is voluntary.

RECIPIENTS WHO BENEFIT:

Project SAIL targets youth between the ages of 14 and 15 years, who are two to three years behind the appropriate grade level, interested in obtaining employment, in transition from junior to senior high school, and at risk of becoming adolescent parents and school dropouts. To qualify for the program, participants must meet eligibility requirements under the Job Training Partnership Act (JTPA).

ANNUAL BUDGET:

$171,000

FUNDING MECHANISM:

The operations of Project SAIL are funded through the collaborative efforts of the Neighborhood Progress Administration/Office of Manpower Resources (NPA/OMR) and the Baltimore City Public Schools (BCPS). NPA/OMR has overall management responsibilities and BCPS provides facilities, input in staff, tutor, and partcipant selection, and on-site job opportunities. Curriculum development is a joint effort by the two agencies.

Project SAIL is also supported by summer youth funds under the Job Training Partnership Act. Additional support is received from the Fund for Educational Excellence and the Straus and Goldseker Foundation.

PROVISIONS FOR CITIZENS/PARENT INVOLVEMENT:

Parents are encouraged to get involved and attend meetings with program officials regarding the students' progress while enrolled in Project SAIL.

B. WOODSTOCK JOB CORPS PROGRAM, WOODSTOCK, MD

PROGRAM ADDRESS:

Woodstock Job Corps Program
P.O. Box 8
Woodstock, Maryland 21163

CONTACT:

John Peoples, Center Director
(301)461-1100

SERVICES OFFERED:

Woodstock Job Corps is a twenty-four hour, seven days a week residential program that provides: clothing assistance; recreation; education; including remedial education and a GED program; job training; vocational training; student leadership programs; job placement services; counseling services; medical and dental care; and social development.

Vocational offerings include: carpentry; building and apartment maintenance; brick masonry; cement masonry; electrical wiring; floor covering; landscaping; plumbing; painting; plastering; culinary arts; business/clerical; health occupations training; and welding.

RECIPIENTS WHO BENEFIT:

Eligible recipients are American citizens between the ages of 16 and 22 years who are economically disadvantaged and require additional education, vocational training, and related support services in a residential setting.

ANNUAL BUDGET:

$4,704,034

FUNDING MECHANISM:

Title IV-B, the Job Training Partnership Act

PROVISIONS FOR COMMUNITY/PARENT INVOLVEMENT:

Parents and citizens participate in Community Relations Council in activities such as Career Day, Job Fair, "Just Say No" Drug Abuse Program, and Parents Night.

2. Basic Family Support

A. BALTIMORE OPTIONS PROGRAM (AID TO FAMILIES WITH DEPENDENT CHILDREN), BALTIMORE, MD

PROGRAM ADDRESS:

Baltimore Options Programs
Maryland Department of Human Resources
1100 North Eutaw Avenue
Baltimore, Maryland 21201

CONTACT:

Mr. David Siegel
Director, Office of Welfare and Employment Policy
(301) 383-2166

SERVICES OFFERED:

The program is managed by the Mayor's Office of Manpower Resources (MOMR), which provides employment, training, and social support services for all assigned registrants. Two key elements of the program are job search and work experiences. The Options program focuses on long-term employability development. Baltimore Options registrants work up to 40 hours a week, unpaid for a maximum of 26 weeks. They continue to receive their AFDC grants during this time.

The program offers group workshops covering work attitudes and behavior, job skills and activities, direct job placement services, direct referral to available jobs, full-time (35 hours/week) unsalaried employment in a public or private nonprofit agency, individual tutoring, basic skills and GED instruction with some work experience activities, self-paced computerized instruction in basic skills, classroom training for specific skilled occupations, and subsidized employment with private sector employers providing on-the-job training. Additional supportive services such as transportation, child care, and small stipends are provided.

RECIPIENTS WHO BENEFIT:

AFDC recipients whose youngest child is over the age of five years are eligible to receive services.

ANNUAL BUDGET:

Prior to Federal cuts in December 1985 reductions in WIN of 20%, and the additional 4% reductions under the Gramm-Rudman Act, the Options program received an allocation of $4.8 million from Federal funds; $500,000 State match; $750,000 in AFDC waiver authority; and $100,000 in JTPA monies for State Initiative Programs.

FUNDING MECHANISM:

The program is funded through State WIN demonstration funds, and waivers of AFDC statutes in order to fund innovative programs, thus using AFDC funds to subsidize jobs along with some JTPA funds. Stipends are considered training-related expenses and are disregarded under AFDC account funds. Services are paid for through the use of WIN funds. Consequently, clients are not disadvantaged by having their AFDC benefits reduced. Title XX funds are used for day care services of the Social Services Block Grant.

B. HUMAN RESOURCES DEVELOPMENT PROGRAM (HRD), RALEIGH, NC

PROGRAM ADDRESS:

State Human Resources Development (HRD)
116 West Edenton Street
Raleigh, North Carolina 27611

CONTACT:

Peggy Graham
(919) 733-4791

SERVICES OFFERED:

The program operates in 345 North Carolina community colleges and provides disadvantaged adults with prevocational training and counseling, job placement, and very close follow-up services for one year. The program's objectives are to reduce welfare payments, unemployment, and underemployment. The program has an incentive structure that focuses on sustaining postprogram employment of program graduates.

The 345 community colleges operate HRD on a voluntary basis. They are largely independent, and the local institution can design and experiment with both the management and curriculum of HRD.

A typical eight-week training cycle includes classes in such skills as letter writing; using the telephone and directory; banking; math and reading; buying on credit; budgeting and money management; and applying for, interviewing for, and starting a job. Class size is typically 20, and average classes receive 20 hours of instruction.

RECIPIENTS WHO BENEFIT:

The enrollees are predominately black females from low-income families.

ANNUAL BUDGET:

The program received approximately $3.8 million for fiscal year 1985-86.

FUNDING MECHANISM:

HRD receives an annual allocation from the State legislature. Current funding arrangements for HRD allocate one-third of HRD funds for each program's share of instructional hours generated by all HRD programs; one third of HRD funds are allocated in equal shares to all programs; and the remainder of HRD funds are competitively based on an "earn back index". The earn back index determines how efficient local programs are, based on the relative difference between the increased income of participants compared to the decrease in public assistance payments based on the program's efforts.

C. CORPORATE CHILD DEVELOPMENT FUND OF TEXAS, AUSTIN, TX

PROGRAM ADDRESS:

Corporate Child Development Fund of Texas
Suite 122
510 South Congress Avenue
Austin, Texas 78704

CONTACT:

Debbie Latimer, Administrative and Operating Director
(512) 478-9741

SERVICES OFFERED:

The Fund raises money from the corporate sector to assist in the development and expansion of Title XX child care programs in underserved rural and nonurban areas and in upgrading the quality of child care. The Fund has a multiple-site impact by leveraging corporate and government funds.

Established in 1979 by the Texas Department of Human Resources and the Levi Straus Foundation. The Corporate Child Development Fund provides technical assistance and seed money to rural Texas localities to be used as matching funds for the Title XX programs. The funds are provided for capital equipment purchases, consultants, and playground development. The fund also provides monies for Title XX training, scholarship, and grants. Grants are made available for CDA (Child Development Associate) certification training, which permits CDA candidates to obtain accreditation. The fund also publishes the *Child Care Journal Quarterly* which is copyrighted and funded by the Texas Department of Human Resources. The journal is sent to all licensed providers within the State.

RECIPIENTS WHO BENEFIT:

Small rural communities in Texas that are underserved by Title XX programs.

ANNUAL BUDGET:

Initially, 20 corporate donors contributed approximately $200,000, which was to be used as local match money for establishing Title XX programs. Currently, the budget is closer to $150,000 with approximately $50,000 to $100,000 provided to community groups. Most of the Fund's operating costs are covered by proceeds from the publication of the *Child Care Journal Quarterly*.

FUNDING MECHANISM:

Funded by a contract from the Texas Department of Human Resources, a two-year grant from the Levi Straus Foundation which is used for operating funds, and program funds from corporate contributors. Funds are made available for small towns to meet local match requirements for Title XX funding. The Corporate Development Fund uses 10% of the total funds for operating cost and 90% for local match opportunities.

D. CHILDREN'S HOME SOCIETY OF CALIFORNIA

PROGRAM ADDRESS:

Children's Home Society of California (CHS)
State Headquarters
2727 E. 6th Street
Los Angeles, California 90057-3111

CONTACT:

James T. Spradley, Jr.
Executive Director
(213) 389-6730

SERVICES OFFERED:

Services include counseling, adoption assistance, expectant parent services, foster care, public education services, crisis intervention services, and group care.

RECIPIENTS WHO BENEFIT:

Children, youth and adults meeting criteria for benefits are eligible for participation across a wide range of activities. Please check with nearest branch for complete details.

ANNUAL BUDGET:

$12,323,700 (1985)

FUNDING MECHANISM:

The budget is supported through fundraising, service contracts, investment income, United Way, gifts and grants from foundations.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

CHS services 58 counties in California with headquarters in Los Angeles and branch offices statewide. Please contact nearest branch for specific details.

C. HEALTH AND NUTRITION PROGRAMS

1. HEALTH

A. CARDOZA HIGH SCHOOL INFANCY CENTER, WASHINGTON, DC

PROGRAM ADDRESS:

Cardoza High School Infancy Center
13th and Clifton Streets, N.W.
Washington, D.C. 20009

CONTACT:

Director: Mrs. Lucille Green, Pediatric Nurse
(202) 673-7550

SERVICES OFFERED:

Day care services are provided for infants and toddlers of teen mothers at Cardoza High School. There is also a parenting program for teen parents between the hours of 8:00 a.m. to 3:15 p.m., Monday through Friday during the school term. Provisions for care were also available during the summer of 1986.

The center was established to accommodate the increasing number of teenage girls at Cardoza giving birth during the school year. Its purpose is to enable teen mothers to finish school by providing child care services. There are plans to expand to other District of Columbia schools during the 1986-87 school year.

RECIPIENTS WHO BENEFIT:

The Center can accommodate 20 children of enrolled students who regularly attend school. The children range in age from 6 months up to 3 years.

ANNUAL BUDGET:

Approximately $125,000 (1986) for all centers in the system.

FUNDING MECHANISM:

Funding is now provided in part by the Department of Human Services of the Government of the District of Columbia, the D.C. Public Schools system, and private foundations.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Teen parents are given instruction on proper nutrition, health care and parent responsibility. The Center staff also gives moral support to the teen parents. Parents are encouraged to complete their high school education, as well as consider the possibilities of college or vocational training.

B. MEDICAID EARLY AND PERIODIC SCREENING DIAGNOSIS AND TREATMENT PROGRAM

PROGRAM ADDRESS AND CONTACT:

State Departments of Health

SERVICES OFFERED:

Regular, periodic comprehensive and preventive health care services

RECIPIENTS WHO BENEFIT:

Recipients are poor children under age 21 who qualify for Medicaid or Crippled Children's Services.

FUNDING MECHANISM:

Funded through Medicaid but distribution of monies varies under State regulations within the Department of Health for each State. Not all States participate.

2. NUTRITION

A. D.C. GENERAL HOSPITAL WIC PROGRAM, WASHINGTON, DC

PROGRAM ADDRESS:

D.C. General Hospital WIC Program
1900 Massachusetts Avenue, S.E.
Building #9, Room AF-27
Washington, D.C. 20003

CONTACT:

Alice Lockett, R.D., M.S.,
Chief, Maternal and Child Nutrition
(202) 675-7149

SERVICES OFFERED:

Nutritious supplemental food is provided to women, infants, and children up to the age of five years who are determined to be at nutritional risk.

RECIPIENTS WHO BENEFIT:

The D.C. General Hospital WIC Program primarily services District of Columbia residents. Efforts are tenaciously made to enroll high-risk infants, young children less than five years of age, pregnant and postpartum women at less than six months, and breastfeeding mothers who may be at medical or nutritional risk.

ANNUAL BUDGET:

$87,295

FUNDING MECHANISM:

The Federal Child Nutrition Act provides funds for WIC, however, it does not cover all administrative costs. Consequently, the hospital has supplemented the WIC Program by approximately 21%. This amounts to $20,000 for the current fiscal year. In addition to actual dollars, the hospital has made the following in-kind contributions of blood work, postage for mail sent to participants, office space, maintenance and utilities.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Volunteers and nutrition students provide support to staff. Nutrition education is provided to participating recipients.

B. STATE OF WYOMING WIC PROGRAM

PROGRAM ADDRESS:

Wyoming WIC Program
Hathaway Building
Cheyenne, Wyoming 82002

CONTACT:

Joseph T. Williams
Wyoming WIC Program Director
Telephone: (307) 777-7494

SERVICES OFFERED:

Participants receive nutrition education along with specially prescribed food packages. Wyoming has served more than 33,000 mothers and children since the program began. There are WIC clinics all over the State in public health departments, mobile trailers, and even a church basement. The largest clinic is open five days a week, but staff members travel to smaller clinics at some sites just once or twice a month.

Wyoming has become a pioneer in computerizing program operations. Working closely with local staff, State managers have developed the first on-line computer data bank system specifically for WIC needs, which is expected to result in an estimated $20,000 annual savings in operating costs. Within a three-year period, the system will pay for itself. It also serves participants more efficiently and has added to the skills of the professional and paraprofessional staff.

The computers help the local staff with many tasks formerly done by hand. In addition to using the units to issue vouchers and certify and recertify participants, local agencies also use the units to: correct participants' records; select food package prescriptions; enter information directly into the State's master file; transfer information from the master file; and print out data when written materials are needed.

The new system also improves efficiency by reducing the amount of time participants spend in the clinics and by providing tighter control measures. The new automated voucher issuance system is a big time saver; vendor-specific vouchers can be prepared and printed at any time. Terminals can also be programmed to prepare postcards informing participants of their status.

RECIPIENTS WHO BENEFIT:

The program serves low-income pregnant and breastfeeding women, infants, and children up to age five who are determined to be at risk because of nutrition-related health problems and inadequate diet.

ANNUAL BUDGET:

Federal $3.3 million; other sources $100,000

FUNDING MECHANISM:

Child Nutrition Act

C. LOS ANGELES UNIFIED SCHOOL LUNCH PROGRAM, LOS ANGELES, CA

PROGRAM ADDRESS:

Los Angeles Unified School District Food Services
Box 2298
Los Angeles, California 90051

CONTACT:

Bruce T. Brady
(213) 742-7064

SERVICES OFFERED:

The program provides Los Angeles school children in grades K-12 with 536,000 meals daily and operates the largest breakfast program in the country. Breakfast is provided to over one-third of the district's enrollment and lunch is provided to more than half of the enrollment. L.A. Unified schools also provides meals during the summer program.

Special food services are available for students with special needs. Special menus for disabled students are available at 17 sites. Meals are prepared and served to enable disabled students to feed themselves. Special menus are also available for pregnant students to provide supplemental protein and calcium.

The Los Angeles program is growing rapidly. Most schools are equipped to serve 200-300 meals, but are now serving more than 2,000-3,000 daily. As a result, the Food Service has created a preplate factory, where meals are prepared in advance and delivered to schools. Meals are then served from a "hot shack", a small unit with refrigeration and cooking facilities.

The system also operates a nutrition education program and food services for athletes.

RECIPIENTS WHO BENEFIT:

Participation in the food program is determined on the basis of family income with some children paying full price for meals. However, the majority of children in the system pay a reduced cost or nothing at all.

ANNUAL BUDGET:

Approximately $183 million

FUNDING MECHANISM:

The Federal Child Nutrition Act and State funds

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The school system hires parents and interested persons to serve as noon recreation directors. The directors supervise the children during meals and recreational activities 2-3 hours per day. The staff also sends questionnaires about food preferences and the quality of program performance to parents periodically.

D. PROGRAMS FOR A SAFE AND LIVABLE ENVIRONMENT

1. Child Welfare

A. FAMILY AND CHILD SERVICES OF WASHINGTON, DC

PROGRAM ADDRESS:

Family and Child Services of Washington, D.C.
929 L Street, N.W.
Washington, D.C. 20001

CONTACT:

John Theban, Executive Director
(202) 289-1510

SERVICES OFFERED:

Services include therapeutic foster care, senior centers, day-care, summer camps, family services, adoption, counseling, etc.

RECIPIENTS WHO BENEFIT:

A full range of services are provided to families or children who may benefit from foster care, adoption, and other auxiliary programs designed to keep families together as a cohesive unit.

ANNUAL BUDGET:

Approximately $3.5 million

FUNDING MECHANISM:

Adoption Assistance and Child Welfare Act, Child Nutrition Act, and State government grants—45%; United Way—30%; client reimbursement—17%; contributions 7%; miscellaneous—1%

B. PROJECT COE POPS/COE MOMS, EVANSTON, IL

PROGRAM ADDRESS:

Council of Elders COE Pops/COE Moms Inc.
Post Office Box 1630
Evanston, Illinois 60204

CONTACT:

Evanston City Councilman Dennis Drummer
(312) 328-2120

SERVICES OFFERED:

The Council of Elders (COE) Pops and Moms began in the summer of 1983 as a response of black parents to the gang-related slaying of an Evanston youth. The Council is a nonprofit corporation. The Council's first formal activity was the initiation of weekend night-time foot and car patrols, designed to improve reporting and deterrence of criminal conduct in high-risk areas. The Council has also developed two drop-in centers within the community which provide supervised recreation for children on weekends and after school. Council members also chaperone dances and parties at the YMCA, the YWCA, local churches and homes. COE Moms has

established a scholarship fund to defray tuition charges of recipients who attend local community colleges.

In the summer of 1984, the COE Moms joined with the Evanston Human Services Committee and other support agencies to establish an after-school reading and tutoring center. The center provides a quiet, orderly place where young people can do their homework and receive individual academic assistance away from the anti-learning pressure of the street and many homes. Finally, COE Moms organizes several parties for younger children in the community. Most recently, the Evanston Police Department recognized the Council with an official commendation for outstanding service.

RECIPIENTS WHO BENEFIT:

Recipients are black youth of the Evanston, Illinois community.

ANNUAL BUDGET:

Not applicable.

FUNDING MECHANISM:

The program activities are supported by private and city donations, including charitable foundations, corporations, and business donors.

C. MINNESOTA FAMILY SUPPORT AND CHILD RECOVERY COUNCIL, ST. PAUL, MN

PROGRAM ADDRESS:

Minnesota Family Support and Child Recovery Council
Box MSSA
614 Portland Avenue
St. Paul, Minnesota 55102

CONTACT:

Jan Parker, President
(612) 679-3464 or
(612) 358-3255

SERVICES OFFERED:

The council is a professional organization of State and county support practitioners, private attorneys, and judges that work to lessen welfare fraud and to increase child support enforcement collections.

The council has an active legislative committee that has initiated and developed guidelines for statutes, that have been used as models for Federal legislation. The council is currently developing a Statewide network to identify welfare applicants who have been convicted of fraud or child support enforcement abuses. The council periodically holds training sessions for State fraud and child support enforcement investigators.

RECIPIENTS WHO BENEFIT:

Localities and State welfare agencies, as well as individuals who seek the enforcement of child support enforcement claims ordered by the courts.

ANNUAL BUDGET:

The council is a non-profit tax exempt organization that funds itself based on dues collected from council members, and proceeds from conference fees.

FUNDING MECHANISM:

The council receives no government or funding from outside sources.

2. Juvenile Justice

A. PROJECT DARE, LOS ANGELES, CA

PROGRAM ADDRESS:

Juvenile Division, Los Angeles Police Department
150 North Los Angeles Street
Los Angeles, California 90028

CONTACT:

Lt. Roger Coombs, Project Director
(213) 485-4856

SERVICES OFFERED:

The program provides assistance and counseling to school students on how to resist peer and societal pressures to experiment with alcohol, marijuana, and other drugs.

RECIPIENTS WHO BENEFIT:

Elementary and junior high school students throughout the Los Angeles Unified School District receive assistance and advice.

ANNUAL BUDGET:

The annual budget is estimated at $4.1 million for fiscal year 1986. The program is also funded through a 5-year declining grant of $478,000 from the State of California's Office of Criminal Justice Planning of which the program is in the third year. The State of California provides $330,000, and the City of Los Angeles provides a matching amount of $144,000 for the third year of the program.

FUNDING MECHANISM:

Principal funding is provided by the Los Angeles Police Department and the Los Angeles Unified School District. Additional funds have been received from corporate foundation support.

3. Housing and Urban Development

A. HARLEM URBAN DEVELOPMENT CORPORATION (HUDC), NEW YORK, NY

PROGRAM ADDRESS:

Harlem Urban Development Corporation (HUDC)
163 West 125th Street
New York, New York 10027

CONTACT:

Donald T. Cogsville
President and Chief Executive Officer
(212) 678-2460

SERVICES OFFERED:

HUDC is a full service development agency whose services include: community planning, construction supervision, technical assistance to Harlem community groups, liaison with city, State, and Federal agencies and lending institutions, and other activities.

RECIPIENTS WHO BENEFIT:

HUDC seeks to assure that Harlem residents are involved in the development and execution of economic development plans in that community, and benefits from community development in a variety of ways. Primarily, this includes helping Harlem's residents by constructing housing for low- and moderate-income families and creating projects which generate jobs.

ANNUAL BUDGET:

Budget for 1986 is $6 million.

FUNDING MECHANISM:

Funding is provided to HUDC through annual appropriations from the State of New York.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

The HUDC Board of Directors has representatives from a diverse cross-section of Harlem including religious, civic, neighborhood groups, and elected officials.

B. NEIGHBORHOOD HOUSING SERVICES (NHS), WASHINGTON, DC

PROGRAM ADDRESS:

Neighborhood Housing Services (NHS)
1325 G Street, N.W., Suite 800
Washington, D.C. 20005

CONTACT:

Paul Boyle, Assistant Partnership Coordinator
(202) 376-2576

SERVICES OFFERED:

Homeowners in participating neighborhoods benefit. Currently, NHS's are at work in 200 neighborhoods across the country.

RECIPIENTS WHO BENEFIT:

Basic elements of neighborhood decline are tackled by partnerships consisting of residents, business leaders, and local government officials. The partnerships coordinate and utilize local resources for a variety of activities such as repairing existing housing, developing affordable new housing, encouraging neighborhood maintenance, and fostering community spirit.

ANNUAL BUDGET:

Although there is no annual budget, NHS's have generated over $3.5 billion of reinvestment in neighborhoods nationwide.

FUNDING MECHANISM:

The $3.5 billion in funds has been provided primarily by private lenders, residents, and local governments.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

NHS's are entirely community-based in nature and always extensively involve the local citizens in every aspect of neighborhood revitalization.

C. TROUBLED ADOLESCENTS PROGRAM, CHICAGO, IL

PROGRAM ADDRESS:

Troubled Adolescents Program
Safer Foundation
571 West Jackson Boulevard
Chicago, Illinois 60606

CONTACT:

Ron Tonn, Program Director
(312) 922-2200

SERVICES OFFERED:

Services offered include educational remediation and job counseling. Adolescents are provided with a six week "crash course" on reentry into society and practical guidance on the work-world. The program operates 5 days a week, 6 hours a day.

RECIPIENTS WHO BENEFIT:

Adolescents between the ages of 14 and 17 years who are involved in the juvenile justice system and are not enrolled or attending school. There is an income requirement. Most recipients are from low-income families. Approximately 100 adolescents a year are served.

ANNUAL BUDGET:

The annual budget for the operation of the program is approximately $97,000. The program spends approximately $1,400-$1,500 per participant.

FUNDING MECHANISM:

This year the Safer Foundation received $34,000 through funds from Community Development Block Grant program. Additional funds are solicited from private contributions.

PROVISIONS FOR CITIZEN/PARENT INVOLVEMENT:

Parents are consulted on a regular basis regarding the progress of their children in the program.

V. STATEMENTS OF MEMBERS OF CONGRESS

A. STATEMENT OF REPRESENTATIVE DALE E. KILDEE, CHAIRMAN, SUBCOMMITTEE ON HUMAN RESOURCES

The programs under the jurisdiction of the Subcommittee on Human Resources are targeted at the most vulnerable in our society—the young, the old, and the poor. These programs deserve the highest priority not only because of the populations they serve, but also because they lessen the need for additional expenditures in the future. Providing for the well-being of our children certainly merits our special attention.

Many of the programs under my subcommittee's jurisdiction were created under the Economic Opportunity Act as part of the War on Poverty. As we all know, this war is not over. Almost half of all black children, more than one-third of all Hispanic children, and nearly one in six white children in our country today live in poverty. We must continue to strongly support efforts to eliminate the causes of poverty and to alleviate its damaging symptoms such as hunger, homelessness, unemployment and educational disadvantage. Nothing hurts a child's self-esteem more than continued failure. If a child is helped to understand his or her dignity, that child is more likely to respect the dignity and worth of others—and all society is made safer.

Helping children and families find stability and fulfillment is especially important in this rapidly changing society. We must constantly review our programs to ensure that they remain sensitive to the needs of the intended service populations, especially as those needs may change with time. There are many different ideas on the best way to provide services to children and families, and we have many options to consider in looking at new approaches and evaluating existing programs.

We know that some programs really work. Head Start is a particularly good example of a cost-effective investment for society. It provides comprehensive education, health, nutrition and social services to preschoolers from low income families. Results of longitudinal studies such as the High/Scope Educational Research Foundation's Perry Preschool Project indicate that substantially fewer graduates of quality preschool programs were placed in remedial or special education classes, dropped out of school, became involved in crime, or received welfare. High/Scope's cost-benefit analysis indicated that the return on the initial investment was equal to seven times the cost of one year of preschool.

In addition to Head Start, other programs under the Subcommittee's jurisdiction provide vital support services which strengthen families and help children develop their potential.

Follow Through offers high-quality classroom programs and support services to help children who were previously enrolled in

Head Start or similar preschool programs make the critical transition to kindergarten and the primary grades.

The dependent care program provides grants to states for child care information and referral systems and school-age child care programs. Child care services allow parents to work, making families more self-sufficient.

The Juvenile Justice and Delinquency Prevention Act (JJDPA) has supported the successful development of more effective delinquency prevention, education, and treatment programs so that fewer youths will become adult criminals. JJDPA programs also can be a key component in ensuring that youth, and especially minority youth, receive equitable and effective treatment. A recent report by the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota has found that while minority youth are not committing a substantially disproportionate amount of crime, they are being incarcerated at three and four times the rate of white youth.

The Runaway and Homeless Youth program provides critically needed emergency shelter and services, including six months' aftercare, for troubled youth who have left home or have no home. In addition, the Federally funded centers provide family support and counseling as part of their efforts to return their clients home.

The Community Services Block Grant (CSBG) is the only Federal program with the mandate to provide "a range of services and activities having a measurable and potentially major impact on the causes of poverty." Community action agencies funded under CSBG assist individuals and families in meeting their basic needs, enabling them to become more self-sufficient. Community action agencies may provide direct services including job counseling or referrals, emergency assistance such as shelter or food, housing counseling to prevent mortgage defaults, or a packaging of other assistance to meet individual needs. Community action agencies also administer other Federal programs designed to serve low-income families, such as Head Start, Low Income Home Energy Assistance, or surplus commodity distribution.

Programs that serve children and families provide an excellent opportunity for government to respond to real needs and get positive results. It is in our society's best interest to invest in programs that have been proven effective. We must continue to strengthen and expand our successful service programs.

B. STATEMENT OF REPRESENTATIVE PATRICK WILLIAMS, CHAIRMAN, SUBCOMMITTEE ON SELECT EDUCATION

Children are our future. Therefore, the 100th Congress has a tremendous responsibility to help nurture and protect that future.

One important step we must take to ensure that future is to set priorities. We must invest wisely in our education system. It is central to maintaining our economic competitiveness, our national security, and our freedom. I introduced and the Congress enacted a law calling for a National Summit Conference on Education. This conference, which will be held during the 100th Congress, will bring together parents, educators and leaders from all areas to give

the Congress guidance in setting priorities to shape our children's future.

I believe this nation must continue its commitment to providing access to educational opportunities for all. To do this, the 100th Congress must maintain and extend efforts like Head Start and Chapter 1, programs which reach disadvantaged students. It is also important that those of us that are disabled have access to educational opportunity. Therefore, the Education of the Handicapped Act must be strengthened. These programs provide necessary opportunites that enable disabled persons to maximize their potential and become contributing members of our society.

Another problem we must address is the high rate of drop-out among our youth. It is estimated that more than one in four students leaves high school without graduating. America can't afford this loss of human talent. The 100th Congress will seek to find solutions that work!

Perhaps equally as important is the problem of illiteracy among our children and adults. Illiteracy is America's shame and our national tragedy. The Federal Government must increase the support it now provides, and must use its energy to find helpful and enduring solutions to this problem.

Many of us are committed to making quality education a priority for the remainder of this century so we can meet the challenges of the next. We must work at the Federal, State and local level with teachers, parents, students, business and workers, to develop the innovative and cost-effective initiatives we need for a quality education system.

C. STATEMENT OF REPRESENTATIVE MATTHEW G. MARTINEZ, CHAIRMAN, SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES

The fate of our nation's children and families is affected by the employment status of family members, and therefore by national policies which have an impact upon full employment in our economy.

In addition to establishing national priorities and policies which focus on national economic growth, removing barriers to the establishment of meaningful jobs for workers is essential to the well-being of the American family. Barriers such as discrimination, lack of job and literacy skills, insufficient accommodations for the handicapped and aged, and lack of income and expense support for worker and family cripple the ability of workers to find full-time, family-sustaining employment. As legislators, we seek to reduce the welfare roles by providing heads of households with the opportunity to gain useful, long-term work.

Economic Development

National planning for economic development is essential in fostering labor market growth and economic transition, as well as ensuring adequate jobs and resources to provide the necessary support for children and families. The leadership of the nation must give economic development the highest priority in order to attain the economic self-sufficiency this nation needs. An expanding econ-

omy and labor market will enable the children and families of our country to achieve the financial security and well-being necessary to become contributing members of our economy.

Comprehensive Foreign Trade Policy

The nation's economic health is inextricably linked to the world market place, and the inability to compete equitably in foreign trade has had drastic consequences on our national productivity. When the nation is reeling from economic ill-health, the lesser among our society—dependent children and their families—suffer the most. Yet, the leadership of our nation has yet to respond to the attack upon our trade borders from foreign competition. A comprehensive foreign trade policy is absolutely crucial to the well-being of the children and families in our nation.

Comprehensive Industrial Policy

Industrial policy, absolutely lacking in our current national planning, is the cornerstone for economic growth and revitalization. A comprehensive industrial policy would affect our planning of future labor market needs by allowing human and industrial capital to be shaped according to those needs. The education and skills necessary to meet future labor market needs would profoundly impact children, youth and families. The more precisely we draw such policies and plans, the more able we will be to adapt the labor pool to meet those demands.

Comprehensive Full Employment Policy

A comprehensive full employment policy which utilizes all segments of our labor pool, from unskilled to hi-tech skilled workers, is essential to reaching long-term economic growth and vitality. A comprehensive full employment policy not only anticipates vertical capital growth requirements, but also the horizontal industrial expansion of current and future economic trends. Thus, even the neediest in our society—the unskilled and undereducated—would have jobs available which meet both the long-term needs of the market place, and their need for adequate means of self-subsistence.

Comprehensive Employment Training Policy

In order to identify the training, retraining, and remedial education needs of the labor market, and to reduce dependency on public welfare, there must be development and implementation of a comprehensive employment training policy. This comprehensive employment training policy recognizes that the transition into a full-employment economy requires workers to have the skills and education necessary to meet the employment needs of the current and future economy. To enable all eligible applicants to participate in these programs, efforts must be made to eradicate the obstacles facing potential job trainees. These obstacles include lack of adequate funding, lack of targeting in the population, and the lack of adequate child and family support mechanisms such as day-care, and health benefit portability and carryover. We must provide not only the funds, but the incentives to encourage the "will to work" in the family.

National Service Alternative Policies

A national employment policy must also be linked to other positive policy goals of our nation, such as the repair of our national infrastructures, maintenance of our natural resources, provision of adequate health care and elderly care, and the development of competitive quality education. A linkage of these concerns can be found in recent novel attempts at national alternative services which are directed at both the youth and adult populations of our society. These proposals would create an alternative to enrollment in national military service. Such alternative services would enable our nation to reach a full employment economy, and would provide valuable job training while meeting important public goals of our nation.

Linkages between Welfare, Employment Training and Economic Development Policies

Employment training should always be linked to welfare policies and economic development policies. Effective coordination of these three program areas, which is all too often conducted in a vacuum, would reduce family reliance on welfare by placing workers in long-term, meaningful jobs. Job stability translates into financial security and well-being for the family.

Eradication of Discrimination

Discrimination against workers and applicants based upon factors unrelated to a person's ability or job performance robs our labor-capital pool of valuable resources. Not only must we encourage a full-employment economy, but our nation needs full productivity from our current labor force. By harnessing the creativity and diversity available within our workforce, we can enhance the growth and competitiveness of American production. No human potential should be fenced in due to the narrow-mindedness and prejudice of society or workplace.

Workplace Rights Policy

The welfare and rights of workers on the job is essential to the healthy maintenance of full economic productivity. To ensure positive work environments, workers should be free from workplace safety hazards and conditions of arbitrariness or job insecurity. Violations of employee trust, basic constitutional and privacy rights, and contractual agreements can only undercut the productivity of the worker. Thus, the concern of an employer for the welfare and rights of workers not only enhances his or her productivity, but indirectly links the children and families of workers to the goals of the employer.

Labor-Management Planning Cooperation

Cooperative efforts between labor and managment are essential in harnessing the full creativity and productivity of the company. Workers can create efficiencies within the company that would be unattainable without their input. The perception of team work and cooperative ownership can only enhance the overall goal of the company: maximum productivity and profit. The mutual benefits

also include the sharing of risks in the company. Ultimately, the survival and growth of any company is inextricably linked to the well-being of the workers' families.

○